ESSAYS

THOMAS
H.
HUXLEY

THE MODERN READERS' SERIES
Ashley H. Thorndike, *General Editor*

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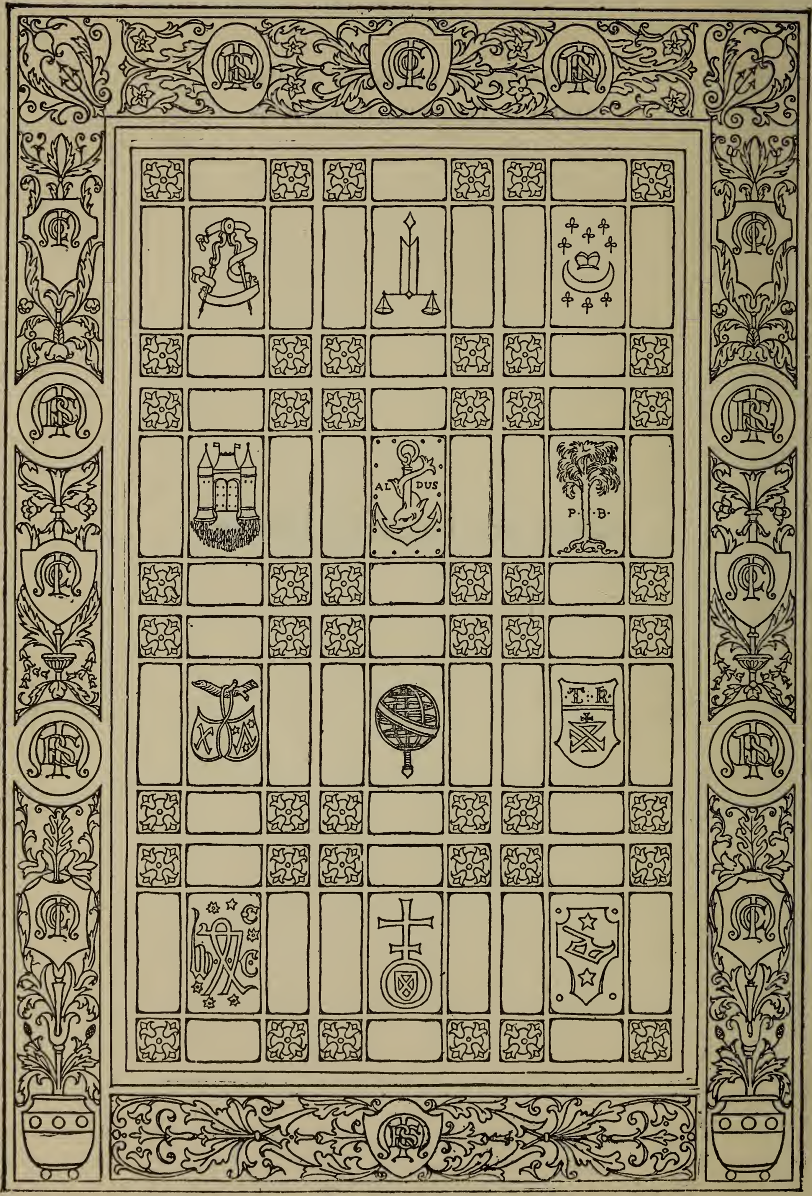
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Essays

By THOMAS H. HUXLEY

SELECTED WITH AN INTRODUCTION BY
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THE MACMILLAN COMPANY
PUBLISHERS NEW YORK MCMXXXII

THE MODERN READERS' SERIES

Set up and electrotyped.
Published April, 1929.
Reprinted July, 1932.

Printed in the United States of America

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EDITOR'S INTRODUCTION

Among the greater scientific men of the nineteenth century Thomas Henry Huxley represents, in personal temperament and conduct, in philosophic predisposition, in professional motive, activity, and achievement—and more richly, perhaps, than any other—the dominating spirit of his time. His century will always be distinguished as that in which man's slowly accumulated knowledge of natural phenomena was first thoroughly organized, by universal generalizations of fact and by minutely analytical theories of comparable scope, into a coherent body of doctrine, clean-cut and self-consistent, yet tentative and adaptable to the incorporation of new knowledge: a scheme of thought which has proved itself to be the most effective instrument of cultural progress that human skill has yet devised.

This accomplishment, too frequently underemphasized by historians, marked a critical period in the development of scientific knowledge. It is now quite evident, in retrospect, that toward the middle of the nineteenth century the persistent labor of unnumbered generations of scientific men had brought the organization of science to a stage at which their discoveries of fact and their comprehension of factual relations were just sufficient to permit, in general outlines, a first completely unified depiction of the order of nature.

At the beginning of the century, the work of the French mathematicians had finally welded the sciences of planetary astronomy and mechanics by demonstrating the

general validity, within the solar system, of the Newtonian law of gravitation; but the other physical sciences still remained uncorrelated. There was no general science of physics and chemistry, nor indeed of either physics or chemistry. The science of heat was wholly non-mechanical, although the insufficiency of a generally accepted theory of "caloric," or heat-material, had been clearly demonstrated. The science of chemistry had only just become quantitative, and embodied no definite atomic theory. Only the simplest of electrical and magnetic phenomena were known, and it was not yet understood that the two were closely related. The ancient science of optics, though highly organized, was still concerned with the study of visible radiations alone and remained essentially geometrical, though it pictured the phenomena of light as caused by the movements, necessarily non-mechanical, of imponderable corpuscles. Finally, the geological and biological sciences, the experimental development of which at this time was consequently impracticable, remained almost wholly descriptive; and under the influence of ancient preconceptions, the complicated phenomena they summarized were universally interpreted either by Biblical legend or by animistic theories of later theological origin.

At the close of the century these several fragments of knowledge, all marvelously enriched and expanded by many significant discoveries, had completely interpenetrated, and were bound together by generalizations and theories of universal scope in a generally inclusive mechanistic picture of the world. In the first place, there had been discovered quantitative relationships between measured amounts of heat and the work they might perform, or from which by friction or compression they could be produced; and this supplied the basis for an all-inclusive

theory of energy, in terms of which the most diverse of natural processes could be consistently described in general terms. Meanwhile, also, the quantitative laws of chemical combination had been discovered; and these provided the factual basis for a scientific atomic theory, which, when further developed, permitted the plausible representation of non-mechanical processes of all sorts—physical, chemical, electrical, vital—as redistributions of matter in invisible mechanical systems; and this representation, which pictured all substances as composed of rapidly moving molecules, themselves compounded of still smaller atoms, had every appearance of reality, and encouraged the reasonable hope that the universal structure of the natural world, as well as the general character of its processes of change, had at last been discovered. In addition, the interdependence of electrical and magnetic phenomena had been demonstrated and hypothetically explained; the scope of theoretical optics had been expanded to include invisible radiations analogous to light, and a general theory fully substantiated by fact explained all such radiation as the propagation of electro-magnetic disturbances of a precisely determinable character in an hypothetical æther. As a consequence of the investigations which had yielded these results, moreover, the science of astronomy, already mechanical, was expanded by new knowledge concerning the actual relative motions and the physical and chemical constitution of the sun and the stars into a general science of astro-physics.

Finally, among terrestrial phenomena, the age-long processes of geological change, the corresponding differentiation of species of animals and plants, and the minute details of physiological processes—the vital activity itself—were reëxamined and reinterpreted in the light of new physico-chemical knowledge. The pursuit of these

inquiries had consequences even more important than those which followed immediately from a clarification of thought and a correspondingly increased fertility in research; for they ultimately replaced, in the scientific mind, the last vestiges of those animistic and supernatural interpretations of nature which had survived the skeptical criticisms of earlier investigators by physical theories based on tangible evidence. Thus, the idea of successive creations by which the gaps in the geological record were explained at the beginning of the century gave place to the conception of a continuous physical process interpretable by natural law; the ancient belief in the fixity of species was finally abandoned as untenable against a mass of cumulative evidence provided by the paleontologist, and was replaced by the conception of a natural evolution which the theory of Darwin made understandable; the natural history of disease was marvellously clarified by Pasteur and his successors; the conception of a special vital force was shown by the work of organic chemists to be gratuitous; and living organisms were thenceforth studied from the point of view of the physicist and chemist, as physical systems explicable by the laws of natural causation.

The consequences of this sudden scientific enlightenment were, as everybody knows, by no means limited to their effect upon the progress of knowledge alone. The new understanding of the interdependence of all physical phenomena and the firmer grasp of fundamental principles which defined this interdependence, made possible a technological control of natural energies which actually remodelled the whole external structure of western civilization. The necessary social adaptation to the new conditions of life which were thus established then brought about not only a significant amelioration of the common

lot, which stimulated extravagant expectations of future welfare, but, in the eager effort to seize and utilize every cultural advantage which had thus been gained and to avoid the dangers of social readjustment, it quickened the common intelligence to a remarkable degree. Within the limitations which ordinary knowledge and aptitude imposed, the world at large thus became extensively infected with the scientific spirit; and this engendered in the common mind a naturalistic in place of a supernatural habit of reflective thought which greatly accelerated that secularization of common activities—of group organization, of education, of altruism in all its manifestations, and (by secondary contagion) of philosophy itself—, the inevitable result of which was a moral and religious revolution, in the midst of which we continue to live.

A recollection of all these phases of general scientific progress in the nineteenth century is necessary to a proper appreciation of the life and work of Huxley, for he participated actively and effectively in nearly every sort of labor which the scientific revolution of his day encouraged. By the majority of men he is remembered as the friend and champion of Darwin, and the most powerful advocate before the world of the conception of organic evolution; but by zoölogists he is also known as a fertile investigator, whose special researches in comparative morphology and whose systematic work in the natural classification of species were in the highest degree distinctive and important. By the historian of science he is recognized as one of the most judicious of all critics of scientific method; and the philosopher sees in him an outstanding representative of that habit of thought which defines the philosophical predisposition of the scientist today. To the educator and the man of letters he presents himself as an exceptionally lucid, vivid and convincing lecturer and writer, a

powerfully effective teacher of the people; to the citizen he is notable for his devoted labors as a public servant, in science, industry and education; to the moralist he is the very embodiment of pertinacity of purpose, uncompromising honesty, moral courage and generosity of spirit.

Huxley was an Englishman of superior middle-class antecedents, the son of a school-master in the village of Ealing, which is now a suburban borough of London. He was born in 1825, before the scientific revolution was yet well under way, and died in 1895, at a time when all the great generalizations of physics and chemistry, biology and geology were well established and extensively developed. Despite the seeming advantages of his early environment, his primary education, which appears to have been carelessly neglected, was very meager; but his native endowments, especially his eager curiosity and remarkably acute intelligence, quite obviously more than compensated for this accidental disadvantage. At the age of twelve he was losing sleep over Hutton's inspired but difficult "Theory of the Earth," in which the new conception of a uniform physical history of the earth was first developed; at fifteen he was studying with equal assiduity the subtleties of Sir William Hamilton's "Logic," which appears to have stimulated in him an interest in philosophical problems that he never lost. Thus very early in life there was quickened in his thought that double interest in investigation and analysis which was the source of his exceptional force and influence as a critic of scientific method and a protagonist of naturalistic doctrine.

In 1842, when he was seventeen, his active scientific life began. A scholarship enabled him to study medicine at the Charing Cross Hospital in London; whence he graduated three years later with highest honors in anatomy

and physiology. A short time afterward, having established himself as a fully qualified physician, he joined the British Navy, and fortunately secured almost at once an opportunity which permitted the immediate prosecution of scientific work. This was an appointment as surgeon on the "Rattlesnake"; a ship which was just about to sail for Torres Strait, the dangerous passage between New Guinea and Australia, for the purpose of charting its safely navigable channels. Huxley was four years on this voyage, from 1846 to 1850; and during this time devoted himself to an anatomical study of the rich variety of polyps and similar animals with which the surface waters of this region abounded. His observations, sent home to the Linnean Society, and later communicated to the Royal Society, were recognized as exceptionally valuable, especially because the organisms which he had chosen to examine and compare, and which he typified with rare insight on the basis of fundamental structural similarities, were precisely those which at this time were least familiar and least satisfactorily classified. These researches placed him at once among the most distinguished of English zoölogists; secured for him upon his return, not only a sinecure position in the Navy which permitted their continuance for a reasonable time, but an immediate election to the Royal Society and the first of a flood of scientific honors by which his countrymen at intervals throughout his life expressed their appreciation of his labors. Not less significant certainly were the intimate friendships which he formed at the same time, and for the same reason, with other distinguished scientific men: Tyndall, Hooker, Darwin, Spencer, and others.

In 1853 the Navy, having done all that might reasonably have been expected of it toward the encouragement of biological research, ordered Huxley on active service.

Although he had no independent means nor immediate prospects of any kind, and though he was already engaged to be married to one whose comradeship was to become a life-long loyalty and devotion, he resigned his commission, to seek other employment which would make possible and perhaps encourage the further prosecution of that purely scientific research in which, it was now sufficiently clear, he was likely to do more valuable and important work. Several anxious months passed by; for such employment, then, was hard to find, even by men of recognized ability. His courage and pertinacity were severely tested: had they been less it is probable that his genius, like that of one knows not how many other disappointed men, would have been dissipated in useful but undistinguished labor. At length, however, he was offered, first a lectureship in the Royal School of Mines, and a little later the additional post of naturalist to the English Geological Survey. These new associations developed fresh scientific interests which significantly extended the range of his investigations. He held the chair of natural history in the School of Mines for thirty-one years; and during this period added to his scientific contributions papers on fossil fishes and reptiles of a quality and importance quite comparable with that of his zoölogical memoirs. The profound and extensive knowledge which these diverse investigations yielded, supplied Huxley with a mass of evidence concerning the whole organic world—both living and extinct—such as few men have ever possessed; and to one of his philosophical temper, its significance was clear. He became, almost inevitably, the spokesman of his generation in defense of the doctrine of organic evolution.

It is upon his able, energetic, and effective labors in helping to establish this great biological generalization

against the prejudiced opposition of his apprehensive contemporaries that Huxley's popular fame will always rest. It is particularly instructive, therefore, to realize that his advocacy was itself the expression, not of a spontaneous and unconsidered conviction, but rather of a matured judgment to which a cautious and skeptical mind had been compelled, in opposition to early preconceptions, by convincing evidence. The history of Huxley's successive opinions upon this matter, moreover, exhibits his temper and habit of thought in a most illuminating way. When he began his scientific work, the belief was general that organic species were immutable. The great Cuvier had discerned among the bewildering variety of animal forms four general types of structure, those of the vertebrates, the molluscs, the articulated animals—insects, crustacea, and certain forms of worms—, and the radiates—starfish, jellyfish and the like. It was generally believed that these "enbranchements" of the animal kingdom, as Cuvier called them, represented independent *archetypes*, divine Ideas, with reference to which all animals had been designed by the Creator. This notion was scientifically unnecessary; and not all of the biologists who accepted Cuvier's system of classification, which was elaborated on this basis, entertained it. Many were inclined toward the theory of evolution already advanced by Cuvier's great rival Lamarck, but it was generally conceded that there existed in nature no evidence of the actual transmutation of species. In 1853, Huxley was of the opinion that every natural group was organized after a definite archetype, and that, while species might be variable within each type, there was no progression from lower to higher type. Such was the burden of his remarks to Darwin on the occasion of their first meeting; and Herbert Spencer was unable to persuade him, at this time,

that the general conception of cosmic evolution had any scientific basis. He further criticized the Lamarckian Theory on the ground that even if evidence of the actual probability of evolution were adduced, the inheritance of acquired characters, itself unproved, was quite inadequate to explain the phenomena. When Darwin's "Origin of Species" was published in 1859, however, Huxley was won over, at least to the doctrine of organic evolution; since, in the theory that species were changed in character by the survival of the fittest in the struggle of life,—a theory supported by the results of selective artificial breeding and confirmed by an overwhelming mass of cumulative evidence supplied by natural phenomena,—he recognized an adequate cause of transmutation. His cautious skepticism, none the less, was still evident, for he called attention to the absence of a completely conclusive proof; demanded such proof in the breeding from one species of two which would be sterile to each other; and asserted the possibility of sudden mutation as an alternative mode of variation—a possibility which was long afterward demonstrated in fact. On the other hand he was later convinced, by the data which his own and other paleontological investigations provided, that geological evidence alone was sufficient to establish the general doctrine, as an inductive inference from actual facts, which was valid beyond reasonable doubt.

It is further characteristic of Huxley's temper that after having thus refused to accept the idea of evolution as scientific while positive evidence to justify it and positive theory to explain it alike seemed insufficient, and after having carefully qualified his acceptance of the Darwinian explanation when later the geological evidence alone appeared to compel his acceptance of the doctrine itself as a generalization of fact, he allowed no emotional influence

to prevent his further acceptance of any of its necessary implications. There were many scientific men in his time, and among them not a few of high distinction who—either from religious predisposition or from lack of moral courage in the face of the bitter opposition which the new thought encountered—refused quite arbitrarily to admit that the doctrine was applicable to man. This rationally indefensible attitude, though quite understandable, was emphatically condemned by Huxley, as a compromise of intellectual integrity. He supported Darwin unhesitatingly in developing this important corollary to his theory, and eloquently defended him against the attacks of embittered adversaries who sought by appeal to the prejudice of human vanity to bring him into public disrepute. At a later time, his characteristic candor led him to draw further inferences from the doctrine, which, though obvious enough, were of the sort that even honest men might easily be tempted to evade; which brought the new knowledge into sharp disagreement with cherished convictions concerning the essential goodness of the world itself, the natural efficacy of moral conduct, and similar consolations. For these reasons, and more particularly because the simple straightforward candor of his writing and the earnest eloquence of his discourse made him unusually influential as a public teacher, he was feared by many in his own day, who believed, sincerely enough, that his opinions were morally subversive.

After middle life, though he continued his scientific investigations and each year published one or more memoirs on subjects which covered the entire range of biology and paleontology (his collected scientific papers are two hundred and fifty in all), Huxley devoted an increasing amount of time to philosophical and humanistic studies. As a consequence, perhaps, of his realization that

the controversies engendered by the theory of evolution had raised again the issues of philosophical and religious toleration, and had stimulated uncritical popular thought to a high degree, he seems to have yielded to an inclination which was natural to one of his philosophical disposition and sense of public duty. From 1870 onward until the end his life, he contributed to various magazines a long series of papers which dealt with a great variety of questions—educational, sociological, historical, philosophical and theological—all of which were relevant to some aspect or implication of scientific thought respecting physical phenomena, or human affairs, or past and current opinion concerning the one or the other.

Meanwhile, also, while continuously active in the prosecution of purely academic work, he labored most devotedly on various government commissions and other executive committees in varied public work of immediate importance and permanent value: convinced that his responsibilities as a man and citizen were as serious as his obligations as a scientist. His life in later years, therefore, was that of a public servant, an educator and humanist; but he always remained a scientist, and his most important influence on the progress of modern culture, beyond that due to his important contributions to scientific knowledge, was undoubtedly that of a great public teacher whose finest achievement was the effective inculcation among the people at large of a wholesome naturalistic attitude of mind and habit of thought.

This attitude and habit, as expressed in the writings of Huxley, are—with respect to their essentials—correctly representative of the general tenor of all strictly scientific thought today. As a direct consequence of the further development of that philosophically skeptical disposition which he himself exemplified and inculcated, our scientific

judgment has since become more cautious than that of the nineteenth century; and further discoveries have compelled, in addition, a considerable modification of many opinions which were then wholly justifiable. The scientific mind remains positivistic in a philosophical sense; but it is more subtle and less assured. As a natural consequence, our statements of fact are no longer unqualified, as are many of his own; and our expressions of opinion are less forthright and emphatic. Furthermore, it is not to be forgotten, when we read the essays of Huxley, that many of them were written in a time of stress and storm; in the midst of a hard-fought battle for intellectual and religious toleration. For the cultivated world at least, that battle has been won; and we now enjoy, at any rate for the time being, a larger freedom in thought and speech than that which was granted to any but exceptionally able and courageous men in Huxley's day. For this privilege we are indebted to no man more than to Huxley himself. If, then, we are now accustomed, by harmless concessions to sentiment and by accentuation of our reasonable doubts concerning unprovable convictions, to modify the vigor of his simple phraseology, it would be mere stupidity to congratulate ourselves on this account, excepting in the spirit of gratitude to him and his like-minded contemporaries. There are many who will experience, in the reading of his simple, lucid, direct and forceful utterances, which are the candid expressions of a self-critical and uncompromisingly honest mind, a very considerable refreshment and stimulation; and many also who will regret that in an age whose manners and morals appear to be largely determined by the ideals of salesmanship, such incautious sincerity is becoming increasingly unfashionable.

FREDERICK BARRY

ESSAYS BY THOMAS H. HUXLEY

HUXLEY'S ESSAYS

AUTOBIOGRAPHY

And when I consider, in one view, the many things . . . which I have upon my hands, I feel the burlesque of being employed in this manner at my time of life. But, in another view, and taking in all circumstances, these things, as trifling as they may appear, no less than things of greater importance, seem to be put upon me to do. . . . —*Bishop Butler to the Duchess of Somerset.*

The "many things" to which the Duchess's correspondent here refers are the repairs and improvements of the episcopal seat at Auckland. I doubt if the great apologist, greater in nothing than in the simple dignity of his character, would have considered the writing an account of himself as a thing which could be put upon him to do whatever circumstances might be taken in. But the good bishop lived in an age when a man might write books and yet be permitted to keep his private existence to himself; in the pre-Boswellian epoch, when the germ of the photographer lay in the womb of the distant future, and the interviewer who pervades our age was an unforeseen, indeed, unimaginable, birth of time.

At present, the most convinced believer in the aphorism "Bene qui latuit, bene vixit," is not always able to act up to it. An importunate person informs him that his portrait is about to be published and

will be accompanied by a biography which the importunate person proposes to write. The sufferer knows what that means; either he undertakes to revise the "biography" or he does not. In the former case, he makes himself responsible; in the latter, he allows the publication of a mass of more or less fulsome inaccuracies for which he will be held responsible by those who are familiar with the prevalent art of self-advertisement. On the whole, it may be better to get over the "burlesque of being employed in this manner" and do the thing himself.

It was by reflections of this kind that, some years ago, I was led to write and permit the publication of the subjoined sketch.

I was born about eight o'clock in the morning on the 4th of May, 1825, at Ealing, which was, at that time, as quiet a little country village as could be found within half-a-dozen miles of Hyde Park Corner. Now it is a suburb of London with, I believe, 30,000 inhabitants. My father was one of the masters in a large semi-public school which at one time had a high reputation. I am not aware that any portents preceded my arrival in this world, but, in my childhood, I remember hearing a traditional account of the manner in which I lost the chance of an endowment of great practical value. The windows of my mother's room were open, in consequence of the unusual warmth of the weather. For the same reason, probably, a neighbouring beehive had swarmed, and the new colony, pitching on the window-sill, was

making its way into the room when the horrified nurse shut down the sash. If that well-meaning woman had only abstained from her ill-timed interference, the swarm might have settled on my lips, and I should have been endowed with that mellifluous eloquence which, in this country, leads far more surely than worth, capacity, or honest work, to the highest places in Church and State. But the opportunity was lost, and I have been obliged to content myself through life with saying what I mean in the plainest of plain language, than which, I suppose, there is no habit more ruinous to a man's prospects of advancement.

Why I was christened Thomas Henry I do not know; but it is a curious chance that my parents should have fixed for my usual denomination upon the name of that particular Apostle with whom I have always felt most sympathy. Physically and mentally I am the son of my mother so completely—even down to peculiar movements of the hands, which made their appearance in me as I reached the age she had when I noticed them—that I can hardly find any trace of my father in myself, except an inborn faculty for drawing, which unfortunately, in my case, has never been cultivated, a hot temper, and that amount of tenacity of purpose which unfriendly observers sometimes call obstinacy.

My mother was a slender brunette, of an emotional and energetic temperament, and possessed of the most piercing black eyes I ever saw in a woman's head. With no more education than other women of the middle classes in her day, she had an excellent

mental capacity. Her most distinguishing characteristic, however, was rapidity of thought. If one ventured to suggest she had not taken much time to arrive at any conclusion, she would say, "I cannot help it, things flash across me." That peculiarity has been passed on to me in full strength; it has often stood me in good stead; it has sometimes played me sad tricks, and it has always been a danger. But, after all, if my time were to come over again, there is nothing I would less willingly part with than my inheritance of mother wit.

I have next to nothing to say about my childhood. In later years my mother, looking at me almost reproachfully, would sometimes say, "Ah! you were such a pretty boy!" whence I had no difficulty in concluding that I had not fulfilled my early promise in the matter of looks. In fact, I have a distinct recollection of certain curls of which I was vain, and of a conviction that I closely resembled that handsome, courtly gentleman, Sir Herbert Oakley, who was vicar of our parish, and who was as a god to us country folk, because he was occasionally visited by the then Prince George of Cambridge. I remember turning my pinafore wrong side forwards in order to represent a surplice, and preaching to my mother's maids in the kitchen as nearly as possible in Sir Herbert's manner one Sunday morning when the rest of the family were at church. That is the earliest indication I can call to mind of the strong clerical affinities which my friend Mr. Herbert Spencer has always ascribed to me, though I fancy they have for the most part remained in a latent state.

My regular school training was of the briefest, perhaps fortunately, for though my way of life has made me acquainted with all sorts and conditions of men, from the highest to the lowest, I deliberately affirm that the society I fell into at school was the worst I have ever known. We boys were average lads, with much the same inherent capacity for good and evil as any others; but the people who were set over us cared about as much for our intellectual and moral welfare as if they were baby-farmers. We were left to the operation of the struggle for existence among ourselves, and bullying was the last of the ill practices current among us. Almost the only cheerful reminiscence in connection with the place which arises in my mind is that of a battle I had with one of my classmates, who had bullied me until I could stand it no longer. I was a very slight lad, but there was a wild cat element in me which, when roused, made up for lack of weight, and I licked my adversary effectually. However, one of my first experiences of the extremely rough-and-ready nature of justice, as exhibited by the course of things in general, arose out of the fact that I—the victor—had a black eye, while he—the vanquished—had none, so that I got into disgrace and he did not. We made it up, and thereafter I was unmolested. One of the greatest shocks I ever received in my life was to be told a dozen years afterwards by the groom who brought me my horse in a stable-yard in Sydney that he was my quondam antagonist. He had a long story of family misfortune to account for his position, but at that time it was necessary to deal

very cautiously with mysterious strangers in New South Wales, and on inquiry I found that the unfortunate young man had not only been "sent out," but had undergone more than one colonial conviction.

As I grew older, my great desire was to be a mechanical engineer, but the fates were against this and, while very young, I commenced the study of medicine under a medical brother-in-law. But, though the Institute of Mechanical Engineers would certainly not own me, I am not sure that I have not all along been a sort of mechanical engineer *in partibus infidelium.* I am now occasionally horrified to think how very little I ever knew or cared about medicine as the art of healing. The only part of my professional course which really and deeply interested me was physiology, which is the mechanical engineering of living machines; and, notwithstanding that natural science has been my proper business, I am afraid there is very little of the genuine naturalist in me. I never collected anything, and species work was always a burden to me; what I cared for was the architectural and engineering part of the business, the working out the wonderful unity of plan in the thousands and thousands of diverse living constructions, and the modifications of similar apparatuses to serve diverse ends. The extraordinary attraction I felt towards the study of the intricacies of living structure nearly proved fatal to me at the outset. I was a mere boy—I think between thirteen and fourteen years of age—when I was taken by some older student friends of mine to the first *post-mortem* examination I ever attended. All my life I have been

most unfortunately sensitive to the disagreeables which attend anatomical pursuits, but on this occasion my curiosity overpowered all other feelings, and I spent two or three hours in gratifying it. I did not cut myself, and none of the ordinary symptoms of dissection-poison supervened, but poisoned I was somehow, and I remember sinking into a strange state of apathy. By way of a last chance, I was sent to the care of some good, kind people, friends of my father's, who lived in a farmhouse in the heart of Warwickshire. I remember staggering from my bed to the window on the bright spring morning after my arrival, and throwing open the casement. Life seemed to come back on the wings of the breeze, and to this day the faint odour of wood-smoke, like that which floated across the farm-yard in the early morning, is as good to me as the "sweet south upon a bed of violets." I soon recovered, but for years I suffered from occasional paroxysms of internal pain, and from that time my constant friend, hypochondriacal dyspepsia, commenced his half century of co-tenancy of my fleshly tabernacle.

Looking back on my "Lehrjahre," I am sorry to say that I do not think that any account of my doings as a student would tend to edification. In fact, I should distinctly warn ingenuous youth to avoid imitating my example. I worked extremely hard when it pleased me, and when it did not—which was a very frequent case—I was extremely idle (unless making caricatures of one's pastors and masters is to be called a branch of industry), or else wasted my energies in wrong directions. I read

everything I could lay hands upon, including novels, and took up all sorts of pursuits to drop them again quite as speedily. No doubt it was very largely my own fault, but the only instruction from which I ever obtained the proper effect of education was that which I received from Mr. Wharton Jones, who was the lecturer on physiology at the Charing Cross School of Medicine. The extent and precision of his knowledge impressed me greatly, and the severe exactness of his method of lecturing was quite to my taste. I do not know that I have ever felt so much respect for anybody as a teacher before or since. I worked hard to obtain his approbation, and he was extremely kind and helpful to the youngster who, I am afraid, took up more of his time than he had any right to do. It was he who suggested the publication of my first scientific paper—a very little one—in the *Medical Gazette* of 1845, and most kindly corrected the literary faults which abounded in it, short as it was; for at that time, and for many years afterwards, I detested the trouble of writing, and would take no pains over it.

It was in the early spring of 1846, that, having finished my obligatory medical studies and passed the first M.B. examination at the London University—though I was still too young to qualify at the College of Surgeons—I was talking to a fellow-student (the present eminent physician, Sir Joseph Fayrer), and wondering what I should do to meet the imperative necessity of earning my own bread, when my friend suggested that I should write to Sir William Burnett, at that time Director-General for

the Medical Service of the Navy, for an appointment. I thought this rather a strong thing to do, as Sir William was personally unknown to me, but my cheery friend would not listen to my scruples, so I went to my lodgings and wrote the best letter I could devise. A few days afterwards I received the usual official circular of acknowledgment, but at the bottom there was written an instruction to call at Somerset House on such a day. I thought that looked like business, so at the appointed time I called and sent in my card, while I waited in Sir William's ante-room. He was a tall, shrewd-looking old gentleman, with a broad Scotch accent—and I think I see him now as he entered with my card in his hand. The first thing he did was to return it, with the frugal reminder that I should probably find it useful on some other occasion. The second was to ask whether I was an Irishman. I suppose the air of modesty about my appeal must have struck him. I satisfied the Director-General that I was English to the backbone, and he made some inquiries as to my student career, finally desiring me to hold myself ready for examination. Having passed this, I was in Her Majesty's Service, and entered on the books of Nelson's old ship, the *Victory*, for duty at Haslar Hospital, about a couple of months after I made my application.

My official chief at Haslar was a very remarkable person, the late Sir John Richardson, an excellent naturalist, and far-famed as an indomitable Arctic traveller. He was a silent, reserved man, outside the circle of his family and intimates; and, having a

full share of youthful vanity, I was extremely disgusted to find that "Old John," as we irreverent youngsters called him, took not the slightest notice of my worshipful self either the first time I attended him, as it was my duty to do, or for some weeks afterwards. I am afraid to think of the lengths to which my tongue may have run on the subject of the churlishness of the chief, who was, in truth, one of the kindest-hearted and most considerate of men. But one day, as I was crossing the hospital square, Sir John stopped me, and heaped coals of fire on my head by telling me that he had tried to get me one of the resident appointments, much coveted by the assistant-surgeons, but that the Admiralty had put in another man. "However," said he, "I mean to keep you here till I can get you something you will like," and turned upon his heel without waiting for the thanks I stammered out. That explained how it was I had not been packed off to the West Coast of Africa like some of my juniors, and why, eventually, I remained altogether seven months at Haslar.

After a long interval, during which "Old John" ignored my existence almost as completely as before, he stopped me again as we met in a casual way, and describing the service on which the *Rattlesnake* was likely to be employed, said that Captain Owen Stanley, who was to command the ship, had asked him to recommend an assistant surgeon who knew something of science; would I like that? Of course I jumped at the offer. "Very well, I give you leave; go to London at once and see Captain Stanley." I

went, saw my future commander, who was very civil to me, and promised to ask that I should be appointed to his ship, as in due time I was. It is a singular thing that, during the few months of my stay at Haslar, I had among my messmates two future Directors-General of the Medical Service of the Navy (Sir Alexander Armstrong and Sir John Watt-Reid), with the present President of the College of Physicians and my kindest of doctors, Sir Andrew Clark.

Life on board Her Majesty's ships in those days was a very different affair from what it is now, and ours was exceptionally rough, as we were often many months without receiving letters or seeing any civilised people but ourselves. In exchange, we had the interest of being about the last voyagers, I suppose, to whom it could be possible to meet with people who knew nothing of fire-arms—as we did on the south Coast of New Guinea—and of making acquaintance with a variety of interesting savage and semi-civilised people. But, apart from experience of this kind and the opportunities offered for scientific work, to me, personally, the cruise was extremely valuable. It was good for me to live under sharp discipline; to be down on the realities of existence by living on bare necessaries; to find out how extremely well worth living life seemed to be when one woke up from a night's rest on a soft plank, with the sky for canopy and cocoa and weevilly biscuit the sole prospect for breakfast; and, more especially, to learn to work for the sake of what I got for myself out of it, even if it all went to the bottom and I along with it. My brother officers were as good fellows as

sailors ought to be and generally are, but, naturally, they neither knew nor cared anything about my pursuits, nor understood why I should be so zealous in pursuit of the objects which my friends, the middies, christened "Buffons," after the title conspicuous on a volume of the "Suites à Buffon," which stood on my shelf in the chart room.

During the four years of our absence, I sent home communication after communication to the "Linnean Society," with the same result as that obtained by Noah when he sent the raven out of his ark. Tired at last of hearing nothing about them, I determined to do or die, and in 1849 I drew up a more elaborate paper and forwarded it to the Royal Society. This was my dove, if I had only known it. But owing to the movements of the ship, I heard nothing of that either until my return to England in the latter end of the year 1850, when I found that it was printed and published, and that a huge packet of separate copies awaited me. When I hear some of my young friends complain of want of sympathy and encouragement, I am inclined to think that my naval life was not the least valuable part of my education.

Three years after my return were occupied by a battle between my scientific friends on the one hand and the Admiralty on the other, as to whether the latter ought, or ought not, to act up to the spirit of a pledge they had given to encourage officers who had done scientific work by contributing to the expense of publishing mine. At last the Admiralty, getting tired, I suppose, cut short the discussion by ordering

me to join a ship, which thing I declined to do, and as Rastignac, in the *Père Goriot*, says to Paris, I said to London "*à nous deux*." I desired to obtain a Professorship of either Physiology or Comparative Anatomy, and as vacancies occurred I applied, but in vain. My friend, Professor Tyndall, and I were candidates at the same time, he for the Chair of Physics and I for that of Natural History in the University of Toronto, which, fortunately, as it turned out, would not look at either of us. I say fortunately, not from any lack of respect for Toronto, but because I soon made up my mind that London was the place for me, and hence I have steadily declined the inducements to leave it, which have at various times been offered. At last, in 1854, on the translation of my warm friend Edward Forbes, to Edinburgh, Sir Henry De la Beche, the Director-General of the Geological Survey, offered me the post Forbes vacated of Paleontologist and Lecturer on Natural History. I refused the former point blank, and accepted the latter only provisionally, telling Sir Henry that I did not care for fossils, and that I should give up Natural History as soon as I could get a physiological post. But I held the office for thirty-one years, and a large part of my work has been paleontological.

At that time I disliked public speaking, and had a firm conviction that I should break down every time I opened my mouth. I believe I had every fault a speaker could have (except talking at random or indulging in rhetoric), when I spoke to the first important audience I ever addressed, on a Friday evening at the Royal Institution in 1852. Yet, I must

confess to having been guilty, *malgré moi*, of as much public speaking as most of my contemporaries, and for the last ten years it ceased to be so much of a bugbear to me. I used to pity myself for having to go through this training, but I am now more disposed to compassionate the unfortunate audiences, especially my ever-friendly hearers at the Royal Institution, who were the subjects of my oratorical experiments.

The last thing that it would be proper for me to do would be to speak of the work of my life, or to say at the end of the day whether I think I have earned my wages or not. Men are said to be partial judges of themselves. Young men may be, I doubt if old men are. Life seems terribly foreshortened as they look back, and the mountain they set themselves to climb in youth turns out to be a mere spur of immeasurably higher ranges when, with failing breath, they reach the top. But if I may speak of the objects I have had more or less definitely in view since I began the ascent of my hillock, they are briefly these: To promote the increase of natural knowledge and to forward the application of scientific methods of investigation to all the problems of life to the best of my ability, in the conviction which has grown with my growth and strengthened with my strength, that there is no alleviation for the sufferings of mankind except veracity of thought and of action, and the resolute facing of the world as it is when the garment of make-believe by which pious hands have hidden its uglier features is stripped off.

It is with this intent that I have subordinated any

reasonable, or unreasonable, ambition for scientific fame which I may have permitted myself to entertain to other ends; to the popularisation of science; to the development and organisation of scientific education; to the endless series of battles and skirmishes over evolution; and to untiring opposition to that ecclesiastical spirit, that clericalism, which in England, as everywhere else, and to whatever denomination it may belong, is the deadly enemy of science.

In striving for the attainment of these objects, I have been but one among many, and I shall be well content to be remembered, or even not remembered, as such. Circumstances, among which I am proud to reckon the devoted kindness of many friends, have led to my occupation of various prominent positions, among which the Presidency of the Royal Society is the highest. It would be mock modesty on my part, with these and other scientific honours which have been bestowed upon me, to pretend that I have not succeeded in the career which I have followed, rather because I was driven into it than of my own free will; but I am afraid I should not count even these things as marks of success if I could not hope that I had somewhat helped that movement of opinion which has been called the New Reformation.

A LOBSTER; OR, THE STUDY OF ZOOLOGY

1861

Natural History is the name familiarly applied to the study of the properties of such natural bodies as minerals, plants, and animals; the sciences which embody the knowledge man has acquired upon these subjects are commonly termed Natural Sciences, in contradistinction to other so-called "physical" sciences; and those who devote themselves especially to the pursuit of such sciences have been and are commonly termed "Naturalists."

Linnæus was a naturalist in this wide sense, and his "Systema Naturæ" was a work upon natural history, in the broadest acceptation of the term; in it, that great methodising spirit embodied all that was known in his time of the distinctive characters of minerals, animals, and plants. But the enormous stimulus which Linnæus gave to the investigation of nature soon rendered it impossible that any one man should write another "Systema Naturæ," and extremely difficult for any one to become even a naturalist such as Linnæus was.

Great as have been the advances made by all the three branches of science, of old included under the title of natural history, there can be no doubt that zoology and botany have grown in an enormously

greater ratio than mineralogy; and hence, as I suppose, the name of "natural history" has gradually become more and more definitely attached to these prominent divisions of the subject, and by "naturalist" people have meant more and more distinctly to imply a student of the structure and function of living beings.

However this may be, it is certain that the advance of knowledge has gradually widened the distance between mineralogy and its old associates, while it has drawn zoology and botany closer together; so that of late years it has been found convenient (and indeed necessary) to associate the sciences which deal with vitality and all its phenomena under the common head of "biology;" and the biologists have come to repudiate any blood-relationship with their foster-brothers, the mineralogists.

Certain broad laws have a general application throughout both the animal and the vegetable worlds, but the ground common to these kingdoms of nature is not of very wide extent, and the multiplicity of details is so great, that the student of living beings finds himself obliged to devote his attention exclusively either to the one or the other. If he elects to study plants, under any aspect, we know at once what to call him. He is a botanist, and his science is botany. But if the investigation of animal life be his choice, the name generally applied to him will vary according to the kind of animals he studies, or the particular phenomena of animal life to which he confines his attention. If the study of man is his object, he is called an anatomist, or a physiologist,

or an ethnologist; but if he dissects animals, or examines into the mode in which their functions are performed, he is a comparative anatomist or comparative physiologist. If he turns his attention to fossil animals, he is a palæontologist. If his mind is more particularly directed to the specific description, discrimination, classification, and the distribution of animals, he is termed a zoologist.

For the purpose of the present discourse, however, I shall recognise none of these titles save the last, which I shall employ as the equivalent of botanist, and I shall use the term zoology as denoting the whole doctrine of animal life, in contradistinction to botany, which signifies the whole doctrine of vegetable life.

Employed in this sense, zoology like botany, is divisible into three great but subordinate sciences, morphology, physiology, and distribution, each of which may, to a very great extent, be studied independently of the other.

Zoological morphology is the doctrine of animal form or structure. Anatomy is one of its branches; development is another; while classification is the expression of the relations which different animals bear to one another, in respect of their anatomy and their development.

Zoological distribution is the study of animals in relation to the terrestrial conditions which obtain now, or have obtained at any previous epoch of the earth's history.

Zoological physiology, lastly, is the doctrine of the functions or actions of animals. It regards animal

bodies as machines impelled by certain forces, and performing an amount of work which can be expressed in terms of the ordinary forces of nature. The final object of physiology is to deduce the facts of morphology, on the one hand, and those of distribution on the other, from the laws of the molecular forces of matter.

Such is the scope of zoology. But if I were to content myself with the enunciation of these dry definitions, I should ill exemplify that method of teaching this branch of physical science, which it is my chief business to-night to recommend. Let us turn away then from abstract definitions. Let us take some concrete living thing, some animal, the commoner the better, and let us see how the application of common sense and common logic to the obvious facts it presents, inevitably leads us into all these branches of zoological science.

I have before me a lobster. When I examine it, what appears to be the most striking character it presents? Why, I observe that this part which we call the tail of the lobster, is made up of six distinct hard rings and a seventh terminal piece. If I separate one of the middle rings, say the third, I find it carries upon its under surface a pair of limbs or appendages, each of which consists of a stalk and two terminal pieces. So that I can represent a transverse section of the ring and its appendages upon the diagram board in this way.

If I now take the fourth ring, I find it has the same structure, and so have the fifth and the second; so that, in each of these divisions of the tail, I find

parts which correspond with one another, a ring and two appendages; and in each appendage a stalk and two end pieces. These corresponding parts are called, in the technical language of anatomy, "homologous parts." The ring of the third division is the "homologue" of the ring of the fifth, the appendage of the former is the homologue of the appendage of the latter. And, as each division exhibits corresponding parts in corresponding places, we say that all the divisions are constructed upon the same plan. But now let us consider the sixth division. It is similar to, and yet different from, the others. The ring is essentially the same as in the other divisions; but the appendages look at first as if they were very different; and yet when we regard them closely, what do we find? A stalk and two terminal divisions, exactly as in the others, but the stalk is very short and very thick, the terminal divisions are very broad and flat, and one of them is divided into two pieces.

I may say, therefore, that the sixth segment is like the others in plan, but that it is modified in its details.

The first segment is like the others, so far as its ring is concerned, and though its appendages differ from any of those yet examined in the simplicity of their structure, parts corresponding with the stem and one of the divisions of the appendages of the other segments can be readily discerned in them.

Thus it appears that the lobster's tail is composed of a series of segments which are fundamentally similar, though each presents peculiar modifications

of the plan common to all. But when I turn to the forepart of the body I see, at first, nothing but a great shield-like shell, called technically the "carapace," ending in front in a sharp spine, on either side of which are the curious compound eyes, set upon the ends of stout movable stalks. Behind these, on the under side of the body, are two pairs of long feelers, or antennæ, followed by six pairs of jaws folded against one another over the mouth, and five pairs of legs, the foremost of these being the great pinchers, or claws, of the lobster.

It looks, at first, a little hopeless to attempt to find in this complex mass a series of rings, each with its pair of appendages, such as I have shown you in the abdomen, and yet it is not difficult to demonstrate their existence. Strip off the legs, and you will find that each pair is attached to a very definite segment of the under wall of the body; but these segments, instead of being the lower part of free rings, as in the tail, are such parts of rings which are all solidly united and bound together; and the like is true of the jaws, the feelers, and the eye-stalks, every pair of which is borne upon its own special segment. Thus the conclusion is gradually forced upon us, that the body of the lobster is composed of as many rings as there are pairs of appendages, namely, twenty in all, but that the six hindmost rings remain free and movable, while the fourteen front rings become firmly soldered together, their backs forming one continuous shield—the carapace.

Unity of plan, diversity in execution, is the lesson taught by the study of the rings of the body, and the

same instruction is given still more emphatically by the appendages. If I examine the outermost jaw I find it consists of three distinct portions, an inner, a middle, and an outer, mounted upon a common stem; and if I compare this jaw with the legs behind it, or the jaws in front of it, I find it quite easy to see, that, in the legs, it is the part of the appendage which corresponds with the inner division, which becomes modified into what we know familiarly as the "leg," while the middle division disappears, and the outer division is hidden under the carapace. Nor is it more difficult to discern that, in the appendages of the tail, the middle division appears again and the outer vanishes; while, on the other hand, in the foremost jaw, the so-called mandible, the inner division only is left; and, in the same way, the parts of the feelers and of the eye-stalks can be identified with those of the legs and jaws.

But whither does all this tend? To the very remarkable conclusion that a unity of plan, of the same kind as that discoverable in the tail or abdomen of the lobster, pervades the whole organisation of its skeleton, so that I can return to the diagram representing any one of the rings of the tail, which I drew upon the board, and by adding a third division to each appendage, I can use it as a sort of scheme or plan of any ring of the body. I can give names to all the parts of that figure, and then if I take any segment of the body of the lobster, I can point out to you exactly what modification the general plan has undergone in that particular segment; what part has remained movable, and what

has become fixed to another; what has been excessively developed and metamorphosed and what has been suppressed.

But I imagine I hear the question, How is all this to be tested? No doubt it is a pretty and ingenious way of looking at the structure of any animal; but is it anything more? Does Nature acknowledge, in any deeper way, this unity of plan we seem to trace?

The objection suggested by these questions is a very valid and important one, and morphology was in an unsound state so long as it rested upon the mere perception of the analogies which obtain between fully formed parts. The unchecked ingenuity of speculative anatomists proved itself fully competent to spin any number of contradictory hypotheses out of the same facts, and endless morphological dreams threatened to supplant scientific theory.

Happily, however, there is a criterion of morphological truth, and a sure test of all homologies. Our lobster has not always been what we see it; it was once an egg, a semifluid mass of yolk, not so big as a pin's head, contained in a transparent membrane, and exhibiting not the least trace of any one of those organs, the multiplicity and complexity of which, in the adult, are so surprising. After a time, a delicate patch of cellular membrane appeared upon one face of this yolk, and that patch was the foundation of the whole creature, the clay out of which it would be moulded. Gradually investing the yolk, it became subdivided by transverse constrictions into

segments, the forerunners of the rings of the body. Upon the ventral surface of each of the rings thus sketched out, a pair of bud-like prominences made their appearance—the rudiments of the appendages of the ring. At first, all the appendages were alike, but, as they grew, most of them became distinguished into a stem and two terminal divisions, to which, in the middle part of the body, was added a third outer division; and it was only at a later period, that by the modification, or absorption, of certain of these primitive constituents, the limbs acquired their perfect form.

Thus the study of development proves that the doctrine of unity of plan is not merely a fancy, that it is not merely one way of looking at the matter, but that it is the expression of deep-seated natural facts. The legs and jaws of the lobster may not merely be regarded as modifications of a common type,—in fact and in nature they are so,—the leg and the jaw of the young animal being, at first, indistinguishable.

These are wonderful truths, the more so because the zoologist finds them to be of universal application. The investigation of a polype, of a snail, of a fish, of a horse, or of a man, would have led us, though by a less easy path, perhaps, to exactly the same point. Unity of plan everywhere lies hidden under the mask of diversity of structure—the complex is everywhere evolved out of the simple. Every animal has at first the form of an egg, and every animal and every organic part, in reaching its adult state, passes through conditions common to other animals and

other adult parts; and this leads me to another point. I have hitherto spoken as if the lobster were alone in the world, but, as I need hardly remind you, there are myriads of other animal organisms. Of these, some, such as men, horses, birds, fishes, snails, slugs, oysters, corals, and sponges, are not in the least like the lobster. But other animals, though they may differ a good deal from the lobster, are yet either very like it, or are like something that is like it. The crayfish, the rock lobster, and the prawn, and the shrimp, for example, however different, are yet so like lobsters, that a child would group them as of the lobster kind, in contradistinction to snails and slugs; and these last again would form a kind by themselves, in contradistinction to cows, horses, and sheep, the cattle kind.

But this spontaneous grouping into "kinds" is the first essay of the human mind at classification, or the calling by a common name of those things that are alike, and the arranging them in such a manner as best to suggest the sum of their likenesses and unlikenesses to other things.

Those kinds which include no other subdivisions than the sexes, or various breeds, are called, in technical language, species. The English lobster is a species, our crayfish is another, our prawn is another. In other countries, however, there are lobsters, crayfish, and prawns, very like ours, and yet presenting sufficient differences to deserve distinction. Naturalists, therefore, express this resemblance and this diversity by grouping them as distinct species of the same "genus." But the lobster and the crayfish,

though belonging to distinct genera, have many features in common, and hence are grouped together in an assemblage which is called a family. More distant resemblances connect the lobster with the prawn and the crab, which are expressed by putting all these into the same order. Again, more remote, but still very definite, resemblances unite the lobster with the woodlouse, the king crab, the water flea, and the barnacle, and separate them from all other animals; whence they collectively constitute the larger group, or class, *Crustacea*. But the *Crustacea* exhibit many peculiar features in common with insects, spiders, and centipedes, so that these are grouped into the still larger assemblage or "province" *Articulata;* and, finally, the relations which these have to worms and other lower animals, are expressed by combining the whole vast aggregate into the sub-kingdom of *Annulosa*.

If I had worked my way from a sponge instead of a lobster, I should have found it associated, by like ties, with a great number of other animals into the sub-kingdom *Protozoa;* if I had selected a fresh-water polype or a coral, the members of what naturalists term the sub-kingdom *Cœlenterata*, would have grouped themselves around my type; had a snail been chosen, the inhabitants of all univalve and bivalve, land and water, shells, the lamp shells, the squids, and the sea-mat would have gradually linked themselves on to it as members of the same sub-kingdom of *Mollusca;* and finally, starting from man, I should have been compelled to admit first, the ape, the rat, the horse, the dog, into the same class: and

then the bird, the crocodile, the turtle, the frog, and the fish, into the same sub-kingdom of *Vertebrata*.

And if I had followed out all these various lines of classification fully, I should discover in the end that there was no animal, either recent or fossil, which did not at once fall into one or other of these sub-kingdoms. In other words, every animal is organised upon one or other of the five, or more, plans, the existence of which renders our classification possible. And so definitely and precisely marked is the structure of each animal, that, in the present state of our knowledge, there is not the least evidence to prove that a form, in the slightest degree transitional between any of the two groups *Vertebrata*, *Annulosa*, *Mollusca*, and *Cœlenterata*, either exists, or has existed, during that period of the earth's history which is recorded by the geologist.* Nevertheless, you must not for a moment suppose, because no such transitional forms are known, that the members of the sub-kingdoms are disconnected from, or independent of, one another. On the contrary, in their earliest condition they are all similar, and the primordial germs of a man, a dog, a bird, a fish, a beetle, a snail, and a polype are, in no essential structural respects, distinguishable.

In this broad sense, it may with truth be said, that all living animals, and all those dead faunæ which geology reveals, are bound together by an all-pervading unity of organisation, of the same character, though not equal in degree, to that which enables

*[The different grouping necessitated by later knowledge does not affect the principle of the argument.—1894.]

us to discern one and the same plan amidst the twenty different segments of a lobster's body. Truly it has been said, that to a clear eye the smallest fact is a window through which the Infinite may be seen.

Turning from these purely morphological considerations, let us now examine into the manner in which the attentive study of the lobster impels us into other lines of research.

Lobsters are found in all the European seas; but on the opposite shores of the Atlantic and in the seas of the southern hemisphere they do not exist. They are, however, represented in these regions by very closely allied, but distinct forms—the *Homarus Americanus* and the *Homarus Capensis:* so that we may say that the European has one species of *Homarus;* the American, another; the African, another; and thus the remarkable facts of geographical distribution begin to dawn upon us.

Again, if we examine the contents of the earth's crust, we shall find in the latter of those deposits, which have served as the great burying grounds of past ages, numberless lobsterlike animals, but none so similar to our living lobster as to make zoologists sure that they belonged even to the same genus. If we go still further back in time, we discover, in the oldest rocks of all, the remains of animals, constructed on the same general plan as the lobster, and belonging to the same great group of *Crustacea;* but for the most part totally different from the lobster, and indeed from any other living form of crustacean; and thus we gain a notion of that successive change of

the animal population of the globe, in past ages, which is the most striking fact revealed by geology.

Consider now, where our inquiries have led us. We studied our type morphologically when we determined its anatomy and its development, and when comparing it, in these respects, with other animals, we made out its place in a system of classification. If we were to examine every animal in a similar manner, we should establish a complete body of zoological morphology.

Again, we investigated the distribution of our type in space and in time, and, if the like had been done with every animal, the sciences of geographical and geological distribution would have attained their limit.

But you will observe one remarkable circumstance, that, up to this point, the question of the life of these organisms has not come under consideration. Morphology and distribution might be studied almost as well, if animals and plants were a peculiar kind of crystals, and possessed none of those functions which distinguish living beings so remarkably. But the facts of morphology and distribution have to be accounted for, and the science, the aim of which it is to account for them, is Physiology.

Let us return to our lobster once more. If we watched the creature in its native element, we should see it climbing actively the submerged rocks, among which it delights to live, by means of its strong legs; or swimming by powerful strokes of its great tail, the appendages of the sixth joint of which are spread out into a broad fan-like propeller: seize

it, and it will show you that its great claws are no mean weapons of offence; suspend a piece of carrion among its haunts, and it will greedily devour it, tearing and crushing the flesh by means of its multitudinous jaws.

Suppose that we had known nothing of the lobster but as an inert mass, an organic crystal, if I may use the phrase, and that we could suddenly see it exerting all these powers, what wonderful new ideas and new questions would arise in our minds! The great new question would be, "How does all this take place?" The chief new idea would be, the idea of adaptation to purpose,—the notion, that the constituents of animal bodies are not mere unconnected parts, but organs working together to an end. Let us consider the tail of the lobster again from this point of view. Morphology has taught us that it is a series of segments composed of homologous parts, which undergo various modifications—beneath and through which a common plan of formation is discernible. But if I look at the same part physiologically, I see that it is a most beautifully constructed organ of locomotion, by means of which the animal can swiftly propel itself either backwards or forwards.

But how is this remarkable propulsive machine made to perform its functions? If I were suddenly to kill one of these animals and to take out all the soft parts, I should find the shell to be perfectly inert, to have no more power of moving itself than is possessed by the machinery of a mill when disconnected from its steam-engine or water-wheel. But if I were to open it, and take out the viscera

only, leaving the white flesh, I should perceive that the lobster could bend and extend its tail as well as before. If I were to cut off the tail, I should cease to find any spontaneous motion in it; but on pinching any portion of the flesh, I should observe that it underwent a very curious change—each fibre becoming shorter and thicker. By this act of contraction, as it is termed, the parts to which the ends of the fibre are attached are, of course, approximated; and according to the relations of their points of attachment to the centres of motions of the different rings, the bending or the extension of the tail results. Close observation of the newly-opened lobster would soon show that all its movements are due to the same cause—the shortening and thickening of these fleshy fibres, which are technically called muscles.

Here, then, is a capital fact. The movements of the lobster are due to muscular contractility. But why does a muscle contract at one time and not at another? Why does one whole group of muscles contract when the lobster wishes to extend his tail, and another group when he desires to bend it? What is it originates, directs, and controls the motive power?

Experiment, the great instrument for the ascertainment of truth in physical science, answers this question for us. In the head of the lobster there lies a small mass of that peculiar tissue which is known as nervous substance. Cords of similar matter connect this brain of the lobster, directly or indirectly, with the muscles. Now, if these communicating cords are cut, the brain remaining entire, the power of exerting what we call voluntary motion in the

parts below the section is destroyed; and, on the other hand, if, the cords remaining entire, the brain mass be destroyed, the same voluntary mobility is equally lost. Whence the inevitable conclusion is, that the power of originating these motions resides in the brain and is propagated along the nervous cords.

In the higher animals the phenomena which attend this transmission have been investigated, and the exertion of the peculiar energy which resides in the nerves has been found to be accompanied by a disturbance of the electrical state of their molecules.

If we could exactly estimate the signification of this disturbance; if we could obtain the value of a given exertion of nerve force by determining the quantity of electricity, or of heat, of which it is the equivalent; if we could ascertain upon what arrangement, or other condition of the molecules of matter, the manifestation of the nervous and muscular energies depends (and doubtless science will some day or other ascertain these points), physiologists would have attained their ultimate goal in this direction; they would have determined the relation of the motive force of animals to the other forms of force found in nature; and if the same process had been successfully performed for all the operations which are carried on in, and by, the animal frame, physiology would be perfect, and the facts of morphology and distribution would be deducible from the laws which physiologists had established, combined with those determining the condition of the surrounding universe.

There is not a fragment of the organism of this humble animal whose study would not lead us into regions of thought as large as those which I have briefly opened up to you; but what I have been saying, I trust, has not only enabled you to form a conception of the scope and purport of zoology, but has given you an imperfect example of the manner in which, in my opinion, that science, or indeed any physical science, may be best taught. The great matter is, to make teaching real and practical, by fixing the attention of the student on particular facts; but at the same time it should be rendered broad and comprehensive, by constant reference to the generalisations of which all particular facts are illustrations. The lobster has served as a type of the whole animal kingdom, and its anatomy and physiology have illustrated for us some of the greatest truths of biology. The student who has once seen for himself the facts which I have described, has had their relations explained to him, and has clearly comprehended them, has, so far, a knowledge of zoology, which is real and genuine, however limited it may be, and which is worth more than all the mere reading knowledge of science he could ever acquire. His zoological information is, so far, knowledge and not mere hearsay.

And if it were my business to fit you for the certificate in zoological science granted by this department, I should pursue a course precisely similar in principle to that which I have taken to-night. I should select a fresh-water sponge, a fresh-water polype or a *Cyanæa*, a fresh-water mussel, a lobster,

a fowl, as types of the five primary divisions of the animal kingdom. I should explain their structure very fully, and show how each illustrated the great principles of zoology. Having gone very carefully and fully over this ground, I should feel that you had a safe foundation, and I should then take you in the same way, but less minutely, over similarly selected illustrative types of the classes; and then I should direct your attention to the special forms enumerated under the head of types, in this syllabus, and to the other facts there mentioned.

That would, speaking generally, be my plan. But I have undertaken to explain to you the best mode of acquiring and communicating a knowledge of zoology, and you may therefore fairly ask me for a more detailed and precise account of the manner in which I should propose to furnish you with the information I refer to.

My own impression is, that the best model for all kinds of training in physical science is that afforded by the method of teaching anatomy, in use in the medical schools. This method consists of three elements—lectures, demonstrations, and examinations.

The object of lectures is, in the first place, to awaken the attention and excite the enthusiasm of the student; and this, I am sure, may be effected to a far greater extent by the oral discourse and by the personal influence of a respected teacher than in any other way. Secondly, lectures have the double use of guiding the student to the salient points of a subject, and at the same time forcing him

to attend to the whole of it, and not merely to that part which takes his fancy. And lastly, lectures afford the student the opportunity of seeking explanations of those difficulties which will, and indeed ought to, arise in the course of his studies.

What books shall I read? is a question constantly put by the student to the teacher. My reply usually is, "None: write your notes out carefully and fully; strive to understand them thoroughly; come to me for the explanation of anything you cannot understand; and I would rather you did not distract your mind by reading." A properly composed course of lectures ought to contain fully as much matter as a student can assimilate in the time occupied by its delivery; and the teacher should always recollect that his business is to feed, and not to cram the intellect. Indeed, I believe that a student who gains from a course of lectures the simple habit of concentrating his attention upon a definitely limited series of facts, until they are thoroughly mastered, has made a step of immeasurable importance.

But, however good lectures may be, and however extensive the course of reading by which they are followed up, they are but accessories to the great instrument of scientific teaching—demonstration. If I insist unweariedly, nay fanatically, upon the importance of physical science as an educational agent, it is because the study of any branch of science, if properly conducted, appears to me to fill up a void left by all other means of education. I have the greatest respect and love for literature;

nothing would grieve me more than to see literary training other than a very prominent branch of education: indeed, I wish that real literary discipline were far more attended to than it is; but I cannot shut my eyes to the fact, that there is a vast difference between men who have had a purely literary, and those who have had a sound scientific training.

Seeking for the cause of this difference, I imagine I can find it in the fact that, in the world of letters, learning and knowledge are one, and books are the source of both; whereas in science, as in life, learning and knowledge are distinct, and the study of things, and not of books, is the source of the latter.

All that literature has to bestow may be obtained by reading and by practical exercise in writing and in speaking; but I do not exaggerate when I say, that none of the best gifts of science are to be won by these means. On the contrary, the great benefit which a scientific education bestows, whether as training or as knowledge, is dependent upon the extent to which the mind of the student is brought into immediate contact with facts—upon the degree to which he learns the habit of appealing directly to Nature, and of acquiring through his senses concrete images of those properties of things, which are, and always will be, but approximately expressed in human language. Our way of looking at Nature, and of speaking about her, varies from year to year; but a fact once seen, a relation of cause and effect once demonstratively apprehended, are possessions which neither change nor pass away, but, on the contrary,

form fixed centres, about which other truths aggregate by natural affinity.

Therefore, the great business of the scientific teacher is, to imprint the fundamental, irrefragable facts of his science, not only by words upon the mind, but by sensible impressions upon the eye, and ear, and touch of the student, in so complete a manner that every term used, or law enunciated, should afterwards call up vivid images of the particular structural, or other, facts which furnished the demonstration of the law, or the illustration of the term.

Now this important operation can only be achieved by constant demonstration, which may take place to a certain imperfect extent during a lecture, but which ought also to be carried on independently, and which should be addressed to each individual student, the teacher endeavouring, not so much to show a thing to the learner, as to make him see it for himself.

I am well aware that there are great practical difficulties in the way of effectual zoological demonstrations. The dissection of animals is not altogether pleasant, and requires much time; nor is it easy to secure an adequate supply of the needful specimens. The botanist has here a great advantage; his specimens are easily obtained, are clean and wholesome, and can be dissected in a private house as well as anywhere else; and hence, I believe, the fact that botany is so much more readily and better taught than its sister science. But, be it difficult or be it easy, if zoological science is to be properly studied, demonstration, and, consequently, dissection, must

be had. Without it, no man can have a really sound knowledge of animal organisation.

A good deal may be done, however, without actual dissection on the student's part, by demonstration upon specimens and preparations; and in all probability it would not be very difficult, were the demand sufficient, to organise collections of such objects, sufficient for all the purposes of elementary teaching, at a comparatively cheap rate. Even without these, much might be effected, if the zoological collections, which are open to the public, were arranged according to what has been termed the "typical principle"; that is to say, if the specimens exposed to public view were so selected that the public could learn something from them, instead of being, as at present, merely confused by their multiplicity. For example, the grand ornithological gallery at the British Museum contains between two and three thousand species of birds, and sometimes five or six specimens of a species. They are very pretty to look at, and some of the cases are, indeed, splendid; but I will undertake to say, that no man but a professed ornithologist has ever gathered much information from the collection. Certainly, no one of the tens of thousands of the general public who have walked through that gallery ever knew more about the essential peculiarities of birds when he left the gallery than when he entered it. But if, somewhere in that vast hall, there were a few preparations, exemplifying the leading structural peculiarities and the mode of development of a common fowl; if the types of the genera, the leading modifications in the skeleton, in

the plumage at various ages, in the mode of nidification, and the like, among birds, were displayed; and if the other specimens were put away in a place where the men of science, to whom they are alone useful, could have free access to them, I can conceive that this collection might become a great instrument of scientific education.

The last implement of the teacher to which I have adverted is examination—a means of education now so thoroughly understood that I need hardly enlarge upon it. I hold that both written and oral examinations are indispensable, and, by requiring the description of specimens, they may be made to supplement demonstration.

Such is the fullest reply the time at my disposal will allow me to give to the question—how may a knowledge of zoology be best acquired and communicated?

But there is a previous question which may be moved, and which, in fact, I know many are inclined to move. It is the question, why should teachers be encouraged to acquire a knowledge of this, or any other branch of physical science? What is the use, it is said, of attempting to make physical science a branch of primary education? Is it not probable that teachers, in pursuing such studies, will be led astray from the acquirement of more important but less attractive knowledge? And, even if they can learn something of science without prejudice to their usefulness, what is the good of their attempting to instil that knowledge into boys whose real business is the acquisition of reading, writing, and arithmetic?

These questions are, and will be, very commonly asked, for they arise from that profound ignorance of the value and true position of physical science, which infests the minds of the most highly educated and intelligent classes of the community. But if I did not feel well assured that they are capable of being easily and satisfactorily answered; that they have been answered over and over again; and that the time will come when men of liberal education will blush to raise such questions—I should be ashamed of my position here to-night. Without doubt, it is your great and very important function to carry out elementary education; without question, anything that should interfere with the faithful fulfilment of that duty on your part would be a great evil; and if I thought that your acquirement of the elements of physical science, and your communication of those elements to your pupils, involved any sort of interference with your proper duties, I should be the first person to protest against your being encouraged to do anything of the kind.

But is it true that the acquisition of such a knowledge of science as is proposed, and the communication of that knowledge, are calculated to weaken your usefulness? Or may I not rather ask, is it possible for you to discharge your functions properly without these aids?

What is the purpose of primary intellectual education? I apprehend that its first object is to train the young in the use of those tools wherewith men extract knowledge from the ever-shifting succession of phenomena which pass before their eyes;

and that its second object is to inform them of the fundamental laws which have been found by experience to govern the course of things, so that they may not be turned out into the world naked, defenceless, and a prey to the events they might control.

A boy is taught to read his own and other languages, in order that he may have access to infinitely wider stores of knowledge than could ever be opened to him by oral intercourse with his fellow men; he learns to write, that his means of communication with the rest of mankind may be indefinitely enlarged, and that he may record and store up the knowledge he acquires. He is taught elementary mathematics, that he may understand all those relations of number and form, upon which the transactions of men, associated in complicated societies, are built, and that he may have some practice in deductive reasoning.

All these operations of reading, writing, and ciphering, are intellectual tools, whose use should, before all things, be learned, and learned thoroughly; so that the youth may be enabled to make his life that which it ought to be, a continual progress in learning and in wisdom.

But, in addition, primary education endeavours to fit a boy out with a certain equipment of positive knowledge. He is taught the great laws of morality; the religion of his sect; so much history and geography as will tell him where the great countries of the world are, what they are, and how they have become what they are.

Without doubt all these are most fitting and

excellent things to teach a boy; I should be very sorry to omit any of them from any scheme of primary intellectual education. The system is excellent, so far as it goes.

But if I regard it closely, a curious reflection arises. I suppose that, fifteen hundred years ago, the child of any well-to-do Roman citizen was taught just these same things; reading and writing in his own, and, perhaps, the Greek tongue; the elements of mathematics; and the religion, morality, history, and geography current in his time. Furthermore, I do not think I err in affirming, that, if such a Christian Roman boy, who had finished his education, could be transplanted into one of our public schools, and pass through its course of instruction, he would not meet with a single unfamiliar line of thought; amidst all the new facts he would have to learn, not one would suggest a different mode of regarding the universe from that current in his own time.

And yet surely there is some great difference between the civilisation of the fourth century and that of the nineteenth, and still more between the intellectual habits and tone of thought of that day and this?

And what has made this difference? I answer fearlessly—the prodigious development of physical science within the last two centuries.

Modern civilisation rests upon physical science; take away her gifts to our own country, and our position among the leading nations of the world is gone to-morrow; for it is physical science only that makes intelligence and moral energy stronger than brute force.

The whole of modern thought is steeped in science; it has made its way into the works of our best poets, and even the mere man of letters, who affects to ignore and despise science, is unconsciously impregnated with her spirit, and indebted for his best products to her methods. I believe that the greatest intellectual revolution mankind has yet seen is now slowly taking place by her agency. She is teaching the world that the ultimate court of appeal is observation and experiment, and not authority; she is teaching it to estimate the value of evidence; she is creating a firm and living faith in the existence of immutable moral and physical laws, perfect obedience to which is the highest possible aim of an intelligent being.

But of all this your old stereotyped system of education takes no note. Physical science, its methods, its problems, and its difficulties, will meet the poorest boy at every turn, and yet we educate him in such a manner that he shall enter the world as ignorant of the existence of the methods and facts of science as the day he was born. The modern world is full of artillery; and we turn out our children to do battle in it, equipped with the shield and sword of an ancient gladiator.

Posterity will cry shame on us if we do not remedy this deplorable state of things. Nay, if we live twenty years longer, our own consciences will cry shame on us.

It is my firm conviction that the only way to remedy it is to make the elements of physical science an integral part of primary education. I have

endeavoured to show you how that may be done for that branch of science which it is my business to pursue; and I can but add, that I should look upon the day when every schoolmaster throughout this land was a centre of genuine, however rudimentary, scientific knowledge, as an epoch in the history of the country.

But let me entreat you to remember my last words. Addressing myself to you, as teachers, I would say, mere book learning in physical science is a sham and a delusion—what you teach, unless you wish to be impostors, that you must first know; and real knowledge in science means personal acquaintance with the facts, be they few or many.*

*It has been suggested to me that these words may be taken to imply a discouragement on my part of any sort of scientific instruction which does not give an acquaintance with the facts at first hand. But this is not my meaning. The ideal of scientific teaching is, no doubt, a system by which the scholar sees every fact for himself, and the teacher supplies only the explanations. Circumstances, however, do not often allow of the attainment of that ideal, and we must put up with the next best system—one in which the scholar takes a good deal on trust from a teacher, who, knowing the facts by his own knowledge, can describe them with so much vividness as to enable his audience to form competent ideas concerning them. The system which I repudiate is that which allows teachers who have not come into direct contact with the leading facts of a science to pass their second-hand information on. The scientific virus, like vaccine lymph, if passed through too long a succession of organisms, will lose all its effect in protecting the young against the intellectual epidemics to which they are exposed.

[The remarks on p. 224 applied to the Natural History Collection of the British Museum in 1861. The visitor to the Natural History Museum in 1894 need go no further than the Great Hall to see the realisation of my hopes by the present Director.]

ON A PIECE OF CHALK

1868

If a well were sunk at our feet in the midst of the city of Norwich, the diggers would very soon find themselves at work in that white substance almost too soft to be called rock, with which we are all familiar as "chalk."

Not only here, but over the whole country of Norfolk, the well-sinker might carry his shaft down many hundred feet without coming to the end of the chalk; and, on the sea-coast, where the waves have pared away the face of the land which breasts them, the scarped faces of the high cliffs are often wholly formed of the same material. Northward, the chalk may be followed as far as Yorkshire; on the south coast it appears abruptly in the picturesque western bays of Dorset, and breaks into the Needles of the Isle of Wight; while on the shores of Kent it supplies that long line of white cliffs to which England owes her name of Albion.

Were the thin soil which covers it all washed away, a curved band of white chalk, here broader, and there narrower, might be followed diagonally across England from Lulworth in Dorset, to Flamborough Head in Yorkshire—a distance of over 280 miles as the crow flies. From this band to the North Sea, on the east, and the Channel, on the south, the

chalk is largely hidden by other deposits; but, except in the Weald of Kent and Sussex, it enters into the very foundation of all the southeastern counties.

Attaining, as it does in some places, a thickness of more than a thousand feet, the English chalk must be admitted to be a mass of considerable magnitude. Nevertheless, it covers but an insignificant portion of the whole area occupied by the chalk formation of the globe, much of which has the same general characters as ours, and is found in detached patches, some less, and others more extensive, than the English. Chalk occurs in north-west Ireland; it stretches over a large part of France,—the chalk which underlies Paris being, in fact, a continuation of that of the London basin; it runs through Denmark and Central Europe, and extends southward to North Africa; while eastward, it appears in the Crimea and in Syria, and may be traced as far as the shores of the Sea of Aral, in Central Asia. If all the points at which true chalk occurs were circumscribed, they would lie within an irregular oval about 3,000 miles in long diameter—the area of which would be as great as that of Europe, and would many times exceed that of the largest existing inland sea—the Mediterranean.

Thus the chalk is no unimportant element in the masonry of the earth's crust, and it impresses a peculiar stamp, varying with the conditions to which it is exposed, on the scenery of the districts in which it occurs. The undulating downs and rounded coombs, covered with sweet-grassed turf, of our inland chalk country, have a peacefully domestic

and mutton-suggesting prettiness, but can hardly be called either grand or beautiful. But on our southern coasts, the wall-sided cliffs, many hundred feet high, with vast needles and pinnacles standing out in the sea, sharp and solitary enough to serve as perches for the wary cormorant, confer a wonderful beauty and grandeur upon the chalk headlands. And, in the East, chalk has its share in the formation of some of the most venerable of mountain ranges, such as the Lebanon.

What is this wide-spread component of the surface of the earth? and whence did it come?

You may think this no very hopeful inquiry. You may not unnaturally suppose that the attempt to solve such problems as these can lead to no result, save that of entangling the inquirer in vague speculations, incapable of refutation and of verification. If such were really the case, I should have selected some other subject than a "piece of chalk" for my discourse. But, in truth, after much deliberation, I have been unable to think of any topic which would so well enable me to lead you to see how solid is the foundation upon which some of the most startling conclusions of physical science rest.

A great chapter of the history of the world is written in the chalk. Few passages in the history of man can be supported by such an overwhelming mass of direct and indirect evidence as that which testifies to the truth of the fragment of the history of the globe, which I hope to enable you to read, with your own eyes, to-night. Let me add, that few chapters of human history have a more profound significance

for ourselves. I weigh my words well when I assert, that the man who should know the true history of the bit of chalk which every carpenter carries about in his breeches-pocket, though ignorant of all other history, is likely, if he will think his knowledge out to its ultimate results, to have a truer, and therefore a better, conception of this wonderful universe, and of man's relation to it, than the most learned student who is deep-read in the records of humanity and ignorant of those of Nature.

The language of the chalk is not hard to learn, not nearly so hard as Latin, if you only want to get at the broad features of the story it has to tell; and I propose that we now set to work to spell that story out together.

We all know that if we "burn" chalk the result is quick-lime. Chalk, in fact, is a compound of carbonic acid gas, and lime, and when you make it very hot the carbonic acid flies away and the lime is left. By this method of procedure we see the lime, but we do not see the carbonic acid. If, on the other hand, you were to powder a little chalk and drop it into a good deal of strong vinegar, there would be a great bubbling and fizzing, and, finally, a clear liquid, in which no sign of chalk would appear. Here you see the carbonic acid in the bubbles; the lime, dissolved in the vinegar, vanishes from sight. There are a great many other ways of showing that chalk is essentially nothing but carbonic acid and quick-lime. Chemists enunciate the result of all the experiments which prove this, by stating that chalk is almost wholly composed of "carbonate of lime."

It is desirable for us to start from the knowledge of this fact, though it may not seem to help us very far towards what we seek. For carbonate of lime is a widely-spread substance, and is met with under very various conditions. All sorts of limestones are composed of more or less pure carbonate of lime. The crust which is often deposited by waters which have drained through limestone rocks, in the form of what are called stalagmites and stalactites, is carbonate of lime. Or, to take a more familiar example, the fur on the inside of a tea-kettle is carbonate of lime; and, for anything chemistry tells us to the contrary, the chalk might be a kind of gigantic fur upon the bottom of the earth-kettle, which is kept pretty hot below.

Let us try another method of making the chalk tell us its own history. To the unassisted eye chalk looks simply like a very loose and open kind of stone. But it is possible to grind a slice of chalk down so thin that you can see through it—until it is thin enough, in fact, to be examined with any magnifying power that may be thought desirable. A thin slice of the fur of a kettle might be made in the same way. If it were examined microscopically, it would show itself to be a more or less distinctly laminated mineral substance, and nothing more.

But the slice of chalk presents a totally different appearance when placed under the microscope. The general mass of it is made up of very minute granules; but, imbedded in this matrix, are innumerable bodies, some smaller and some larger, but, on a rough average, not more than a hundredth of an

inch in diameter, having a well-defined shape and structure. A cubic inch of some specimens of chalk may contain hundreds of thousands of these bodies, compacted together with incalculable millions of the granules.

The examination of a transparent slice gives a good notion of the manner in which the components of the chalk are arranged, and of their relative proportions. But, by rubbing up some chalk with a brush in water and then pouring off the milky fluid, so as to obtain sediments of different degrees of fineness, the granules and the minute rounded bodies may be pretty well separated from one another, and submitted to microscopic examination, either as opaque or as transparent objects. By combining the views obtained in these various methods, each of the rounded bodies may be proved to be a beautifully-constructed calcareous fabric, made up of a number of chambers, communicating freely with one another. The chambered bodies are of various forms. One of the commonest is something like a badly-grown raspberry, being formed of a number of nearly globular chambers of different sizes congregated together. It is called *Globigerina*, and some specimens of chalk consist of little else than *Globigerinæ* and granules. Let us fix our attention upon the *Globigerina*. It is the spoor of the game we are tracking. If we can learn what it is and what are the conditions of its existence, we shall see our way to the origin and past history of the chalk.

A suggestion which may naturally enough present itself is, that these curious bodies are the result of

some process of aggregation which has taken place in the carbonate of lime; that, just as in winter, the rime on our windows simulates the most delicate and elegantly arborescent foliage—proving that the mere mineral water may, under certain conditions, assume the outward form of organic bodies—so this mineral substance, carbonate of lime, hidden away in the bowels of the earth, has taken the shape of these chambered bodies. I am not raising a merely fanciful and unreal objection. Very learned men, in former days, have even entertained the notion that all the formed things found in rocks are of this nature; and if no such conception is at present held to be admissible, it is because long and varied experience has now shown that mineral matter never does assume the form and structure we find in fossils. If any one were to try to persuade you that an oyster-shell (which is also chiefly composed of carbonate of lime) had crystallized out of sea-water I suppose you would laugh at the absurdity. Your laughter would be justified by the fact that all experience tends to show that oyster-shells are formed by the agency of oysters, and in no other way. And if there were no better reasons, we should be justified, on like grounds, in believing that *Globigerina* is not the product of anything but vital activity.

Happily, however, better evidence in proof of the organic nature of the *Globigerinæ* than that of analogy is forthcoming. It so happens that calcareous skeletons, exactly similar to the *Globigerinæ* of the chalk, are being formed, at the present moment, by minute living creatures, which flourish in multitudes, literally

more numerous than the sands of the sea-shore, over a large extent of that part of the earth's surface which is covered by the ocean.

The history of the discovery of these living *Globigerinæ*, and of the part which they play in rock building, is singular enough. It is a discovery which, like others of no less scientific importance, has arisen, incidentally, out of work devoted to very different and exceedingly practical interests. When men first took to the sea, they speedily learned to look out for shoals and rocks; and the more the burthen of their ships increased, the more imperatively necessary it became for sailors to ascertain with precision the depth of the waters they traversed. Out of this necessity grew the use of the lead and sounding line; and, ultimately, marine-surveying, which is the recording of the form of coasts and of the depth of the sea, as ascertained by the sounding lead, upon charts.

At the same time, it became desirable to ascertain and to indicate the nature of the sea-bottom, since this circumstance greatly affects its goodness as holding ground for anchors. Some ingenious tar, whose name deserves a better fate than the oblivion into which it has fallen, attained this object by "arming" the bottom of the lead with a lump of grease, to which more or less of the sand or mud, or broken shells, as the case might be, adhered, and was brought to the surface. But, however well adapted such an apparatus might be for rough nautical purposes, scientific accuracy could not be expected from the armed lead, and to remedy its

defects (especially when applied to sounding in great depths) Lieut. Brooke, of the American Navy, some years ago invented a most ingenious machine, by which a considerable portion of the superficial layer of the sea-bottom can be scooped out and brought up from any depth to which the lead descends. In 1853, Lieut. Brooke obtained mud from the bottom of the North Atlantic, between Newfoundland and the Azores, at a depth of more than 10,000 feet, or two miles, by the help of this sounding apparatus. The specimens were sent for examination to Ehrenberg of Berlin, and to Bailey of West Point, and those able microscopists found that this deep-sea mud was almost entirely composed of the skeletons of living organisms—the greater proportion of these being just like the *Globigerinæ* already known to occur in the chalk.

Thus far, the work had been carried on simply in the interest of science, but Lieut. Brooke's method of sounding acquired a high commercial value, when the enterprise of laying down the telegraph-cable between this country and the United States was undertaken. For it became a matter of immense importance to know, not only the depth of the sea over the whole line along which the cable was to be laid, but the exact nature of the bottom, so as to guard against chances of cutting or fraying the strands of that costly rope. The Admiralty consequently ordered Captain Dayman, an old friend and shipmate of mine, to ascertain the depth over the whole line of the cable, and to bring back specimens of the bottom. In former days, such a command as

this might have sounded very much like one of the impossible things which the young Prince in the Fairy Tales is ordered to do before he can obtain the hand of the Princess. However, in the months of June and July, 1857, my friend performed the task assigned to him with great expedition and precision, without, so far as I know, having met with any reward of that kind. The specimens of Atlantic mud which he procured were sent to me to be examined and reported upon.[1]

The result of all these operations is, that we know the contours and the nature of the surface-soil covered by the North Atlantic for a distance of 1,700 miles from east to west, as well as we know that of any part of the dry land. It is a prodigious plain—one of the widest and most even plains in the world. If the sea were drained off, you might drive a waggon all the way from Valentia, on the west coast of Ireland, to Trinity Bay, in Newfoundland. And, except upon one sharp incline about 200 miles from Valentia, I am not quite sure that it would even be necessary to put the skid on, so gentle are the ascents and descents upon that long route. From Valentia the road would lie down-hill for about 200 miles to the point at which the bottom is now covered by 1,700 fathoms of sea-water. Then would come the central plain, more than a thousand miles wide, the inequalities of the surface of which would be

[1]See Appendix to Captain Dayman's *Deep-sea Soundings in the North Atlantic Ocean between Ireland and Newfoundland, made in H.M.S. "Cyclops."* Published by order of the Lords Commissioners of the Admiralty, 1858. They have since formed the subject of an elaborate Memoir by Messrs. Parker and Jones, published in the *Philosophical Transactions* for 1865.

hardly perceptible, though the depth of water upon it now varies from 10,000 to 15,000 feet; and there are places in which Mont Blanc might be sunk without showing its peak above water. Beyond this, the ascent on the American side commences, and gradually leads, for about 300 miles, to the Newfoundland shore.

Almost the whole of the bottom of this central plain (which extends for many hundred miles in a north and south direction) is covered by a fine mud, which, when brought to the surface, dries into a greyish white friable substance. You can write with this on a blackboard, if you are so inclined; and, to the eye, it is quite like very soft, greyish chalk. Examined chemically, it proves to be composed almost wholly of carbonate of lime; and if you make a section of it, in the same way as that of the piece of chalk was made, and view it with the microscope, it presents innumerable *Globigerinæ* imbedded in a granular matrix. Thus this deep-sea mud is substantially chalk. I say substantially, because there are a good many minor differences; but as these have no bearing on the question immediately before us,—which is the nature of the *Globigerinæ* of the chalk,—it is unnecessary to speak of them.

Globigerinæ of every size, from the smallest to the largest, are associated together in the Atlantic mud, and the chambers of many are filled by a soft animal matter. This soft substance is, in fact, the remains of the creature to which the *Globigerina* shell, or rather skeleton, owes its existence—and which is an

animal of the simplest imaginable description. It is, in fact, a mere particle of living jelly, without defined parts of any kind—without a mouth, nerves, muscles, or distinct organs, and only manifesting its vitality to ordinary observation by thrusting out and retracting from all parts of its surface, long filamentous processes, which serve for arms and legs. Yet this amorphous particle, devoid of everything which, in the higher animals, we call organs, is capable of feeding, growing, and multiplying; of separating from the ocean the small proportion of carbonate of lime which is dissolved in sea-water; and of building up that substance into a skeleton for itself, according to a pattern which can be imitated by no other known agency.

The notion that animals can live and flourish in the sea, at the vast depths from which apparently living *Globigerinæ* have been brought up, does not agree very well with our usual conceptions respecting the conditions of animal life; and it is not so absolutely impossible as it might at first sight appear to be, that the *Globigerinæ* of the Atlantic sea-bottom do not live and die where they are found.

As I have mentioned, the soundings from the great Atlantic plain are almost entirely made up of *Globigerinæ*, with the granules which have been mentioned, and some few other calcareous shells; but a small percentage of the chalky mud—perhaps at most some five per cent. of it—is of a different nature, and consists of shells and skeletons composed of silex, or pure flint. These silicious bodies belong partly to the lowly vegetable organisms which are called

Diatomaceæ, and partly to the minute, and extremely simple, animals, termed *Radiolaria*. It is quite certain that these creatures do not live at the bottom of the ocean, but at its surface—where they may be obtained in prodigious numbers by the use of a properly constructed net. Hence it follows that these silicious organisms, though they are not heavier than the lightest dust, must have fallen, in some cases, through fifteen thousand feet of water, before they reached their final resting-place on the ocean floor. And considering how large a surface these bodies expose in proportion to their weight, it is probable that they occupy a great length of time in making their burial journey from the surface of the Atlantic to the bottom.

But if the *Radiolaria* and Diatoms are thus rained upon the bottom of the sea, from the superficial layer of its waters in which they pass their lives, it is obviously possible that the *Globigerinæ* may be similarly derived; and if they were so, it would be much more easy to understand how they obtain their supply of food than it is at present. Nevertheless, the positive and negative evidence all points the other way. The skeletons of the full-grown, deep-sea *Globigerinæ* are so remarkably solid and heavy in proportion to their surface as to seem little fitted for floating; and, as a matter of fact, they are not to be found along with the Diatoms and *Radiolaria* in the uppermost stratum of the open ocean. It has been observed, again, that the abundance of *Globigerinæ*, in proportion to other organisms, of like kind, increases with the depth of the sea; and

that deep-water *Globigerinæ* are larger than those which live in shallower parts of the sea; and such facts negative the supposition that these organisms have been swept by currents from the shallows into the deeps of the Atlantic. It therefore seems to be hardly doubtful that these wonderful creatures live and die at the depths in which they are found.[1]

However, the important points for us are, that the living *Globigerinæ* are exclusively marine animals, the skeletons of which abound at the bottom of deep seas; and that there is not a shadow of reason for believing that the habits of the *Globigerinæ* of the chalk differed from those of the existing species. But if this be true, there is no escaping the conclusion that the chalk itself is the dried mud of an ancient deep sea.

In working over the soundings collected by Captain Dayman, I was surprised to find that many of what I have called the "granules" of that mud were not, as one might have been tempted to think at first, the mere powder and waste of *Globigerinæ*, but that they had a definite form and size. I termed these bodies "*coccoliths*," and doubted their organic nature. Dr. Wallich verified my observation, and added the interesting discovery that, not

[1] During the cruise of H.M.S. *Bulldog*, commanded by Sir Leopold M'Clintock, in 1860, living star-fish were brought up, clinging to the lowest part of the sounding-line, from a depth of 1,260 fathoms, midway between Cape Farewell, in Greenland, and the Rockall banks. Dr. Wallich ascertained that the sea-bottom at this point consisted of the ordinary *Globigerina* ooze, and that the stomachs of the star-fishes were full of *Globigerinæ*. This discovery removes all objections to the existence of living *Globigerinæ* at great depths, which are based upon the supposed difficulty of maintaining animal life under such conditions; and it throws the burden of proof upon those who object to the supposition that the *Globigerinæ* live and die where they are found.

unfrequently, bodies similar to these "coccoliths" were aggregated together into spheroids, which he termed "*coccospheres.*" So far as we knew, these bodies, the nature of which is extremely puzzling and problematical, were peculiar to the Atlantic soundings. But, a few years ago, Mr. Sorby, in making a careful examination of the chalk by means of thin sections and otherwise, observed, as Ehrenberg had done before him, that much of its granular basis possesses a definite form. Comparing these formed particles with those in the Atlantic soundings, he found the two to be identical; and thus proved that the chalk, like the surroundings, contains these mysterious coccoliths and coccospheres. Here was a further and most interesting confirmation, from internal evidence, of the essential identity of the chalk with modern deep-sea mud. *Globigerinæ*, coccoliths, and coccospheres are found as the chief constituents of both, and testify to the general similarity of the conditions under which both have been formed.[1]

The evidence furnished by the hewing, facing, and superposition of the stones of the Pyramids, that these structures were built by men, has no greater weight than the evidence that the chalk was built by *Globigerinæ* and the belief that those ancient pyramid-builders were terrestrial and air-breathing creatures like ourselves, is not better based than the conviction that the chalk-makers lived in the sea. But as our belief in the building

[1] I have recently traced out the development of the "coccoliths" from a diameter of $^1/_{7000}$th of an inch up to their largest size (which is about $^1/_{1600}$th), and no longer doubt that they are produced by independent organisms, which, like the *Globigerinæ*, live and die at the bottom of the sea.

of the Pyramids by men is not only grounded on the internal evidence afforded by these structures, but gathers strength from multitudinous collateral proofs and is clinched by the total absence of any reason for a contrary belief; so the evidence drawn from the *Globigerinæ* that the chalk is an ancient sea-bottom; is fortified by innumerable independent lines of evidence; and our belief in the truth of the conclusion to which all positive testimony tends, receives the like negative justification from the fact that no other hypothesis has a shadow of foundation.

It may be worth while briefly to consider a few of these collateral proofs that the chalk was deposited at the bottom of the sea. The great mass of the chalk is composed, as we have seen, of the skeletons of *Globigerinæ*, and other simple organisms, imbedded in granular matter. Here and there, however, this hardened mud of the ancient sea reveals the remains of higher animals which have lived and died, and left their hard parts in the mud, just as the oysters die and leave their shells behind them, in the mud of the present seas.

There are, at the present day, certain groups of animals which are never found in fresh waters, being unable to live anywhere but in the sea. Such are the corals; those corallines which are called *Polyzoa;* those creatures which fabricate the lamp-shells, and are called *Brachiopoda;* the pearly *Nautilus*, and all animals allied to it; and all the forms of sea-urchins and star-fishes. Not only are all these creatures confined to salt water at the present day; but, so far as our records of the past go, the conditions

of their existence have been the same: hence, their occurrence in any deposit is as strong evidence as can be obtained, that that deposit was formed in the sea. Now the remains of animals of all kinds which have been enumerated, occur in the chalk, in greater or less abundance; while not one of those forms of shell-fish which are characteristic of fresh water has yet been observed in it.

When we consider that the remains of more than three thousand distinct species of aquatic animals have been discovered among the fossils of the chalk, that the great majority of them are of such forms as are now met with only in the sea, and that there is no reason to believe that any one of them inhabited fresh water—the collateral evidence that the chalk represents an ancient sea-bottom acquires as great force as the proof derived from the nature of the chalk itself. I think you will now allow that I did not overstate my case when I asserted that we have as strong grounds for believing that all the vast area of dry land, at present occupied by the chalk, was once at the bottom of the sea, as we have for any matter of history whatever; while there is no justification for any other belief.

No less certain it is that the time during which the countries we now call south-east England, France, Germany, Poland, Russia, Egypt, Arabia, Syria, were more or less completely covered by a deep sea, was of considerable duration. We have already seen that the chalk is, in places, more than a thousand feet thick. I think you will agree with me, that it must have taken some time for the skeletons

of animalcules of a hundredth of an inch in diameter to heap up such a mass as that. I have said that throughout the thickness of the chalk the remains of other animals are scattered. These remains are often in the most exquisite state of preservation. The valves of the shell-fishes are commonly adherent; the long spines of some of the sea-urchins, which would be detached by the smallest jar, often remain in their places. In a word, it is certain that these animals have lived and died when the place which they now occupy was the surface of as much of the chalk as had then been deposited; and that each has been covered up by the layer of *Globigerina* mud, upon which the creatures imbedded a little higher up have, in like manner, lived and died. But some of these remains prove the existence of reptiles of vast size in the chalk sea. These lived their time, and had their ancestors and descendants, which assuredly implies time, reptiles being of slow growth.

There is more curious evidence, again, that the process of covering up, or, in other words, the deposit of *Globigerina* skeletons, did not go on very fast. It is demonstrable that an animal of the cretaceous sea might die, that its skeleton might lie uncovered upon the sea-bottom long enough to lose all its outward coverings and appendages by putrefaction; and that, after this had happened, another animal might attach itself to the dead and naked skeleton, might grow to maturity, and might itself die before the calcareous mud had buried the whole.

Cases of this kind are admirably described by Sir

Charles Lyell. He speaks of the frequency with which geologists find in the chalk a fossilized sea-urchin, to which is attached the lower valve of a *Crania*. This is a kind of shell-fish, with a shell composed of two pieces, of which, as in the oyster, one is fixed and the other free.

"The upper valve is almost invariably wanting, though occasionally found in a perfect state of preservation in the white chalk at some distance. In this case, we see clearly that the sea-urchin first lived from youth to age, then died and lost its spines, which were carried away. Then the young *Crania* adhered to the bared shell, grew and perished in its turn; after which, the upper valve was separated from the lower, before the Echinus became enveloped in chalky mud." [1]

A specimen in the Museum of Practical Geology, in London, still further prolongs the period which must have elapsed between the death of the sea-urchin, and its burial by the *Globigerinæ*. For the outward face of the valve of a *Crania*, which is attached to a sea-urchin (*Micraster*), is itself overrun by an incrusting coralline, which spreads thence over more or less of the surface of the sea-urchin. It follows that, after the upper valve of the *Crania* fell off, the surface of the attached valve must have remained exposed long enough to allow of the growth of the whole coralline, since corallines do not live imbedded in mud.[1]

The progress of knowledge may, one day, enable us to deduce from such facts as these the maximum rate

[1] *Elements of Geology*, by Sir Charles Lyell, Bart., F.R.S., p. 23.

at which the chalk can have accumulated, and thus to arrive at the minimum duration of the chalk period. Suppose that the valve of the *Crania* upon which a coralline has fixed itself in the way just described, is so attached to the sea-urchin that no part of it is more than an inch above the face upon which the sea-urchin rests. Then, as the coralline could not have fixed itself, if the *Crania* had been covered up with chalk mud, and could not have lived had itself been so covered, it follows, that an inch of chalk mud could not have accumulated within the time between the death and decay of the soft parts of the sea-urchin and the growth of the coralline to the full size which it has attained. If the decay of the soft parts of the sea-urchin; the attachment, growth to maturity, and decay of the *Crania;* and the subsequent attachment and growth of the coralline, took a year (which is a low estimate enough), the accumulation of the inch of chalk must have taken more than a year: and the deposit of a thousand feet of chalk must, consequently, have taken more than twelve thousand years.

The foundation of all this calculation is, of course, a knowledge of the length of time the *Crania* and the coralline needed to attain their full size; and, on this head, precise knowledge is at present wanting. But there are circumstances which tend to show, that nothing like an inch of chalk has accumulated during the life of a *Crania;* and, on any probable estimate of the length of that life, the chalk period must have had a much longer duration than that thus roughly assigned to it.

Thus, not only is it certain that the chalk is the mud of an ancient sea-bottom; but it is no less certain, that the chalk sea existed during an extremely long period, though we may not be prepared to give a precise estimate of the length of that period in years. The relative duration is clear, though the absolute duration may not be definable. The attempt to affix any precise date to the period at which the chalk sea began, or ended, its existence, is baffled by difficulties of the same kind. But the relative age of the cretaceous epoch may be determined with as great ease and certainty as the long duration of that epoch.

You will have heard of the interesting discoveries recently made, in various parts of Western Europe, of flint implements, obviously worked into shape by human hands, under circumstances which show conclusively that man is a very ancient denizen of these regions. It has been proved that the whole populations of Europe, whose existence has been revealed to us in this way, consisted of savages, such as the Esquimaux are now; that, in the country which is now France, they hunted the reindeer, and were familiar with the ways of the mammoth and the bison. The physical geography of France was in those days different from what it is now—the river Somme, for instance, having cut its bed a hundred feet deeper between that time and this; and, it is probable, that the climate was more like that of Canada or Siberia, than that of Western Europe.

The existence of these people is forgotten even in the traditions of the oldest historical nations. The

name and fame of them had utterly vanished until a few years back; and the amount of physical change which has been effected since their day renders it more than probable that, venerable as are some of the historical nations, the workers of the chipped flints of Hoxne or of Amiens are to them, as they are to us, in point of antiquity. But, if we assign to these hoar relics of long-vanished generations of men the greatest age that can possibly be claimed for them, they are not older than the drift, or boulder clay, which, in comparison with the chalk, is but a very juvenile deposit. You need go no further than your own sea-board for evidence of this fact. At one of the most charming spots on the coast of Norfolk, Cromer, you will see the boulder clay forming a vast mass, which lies upon the chalk, and must consequently have come into existence after it. Huge boulders of chalk are, in fact included in the clay, and have evidently been brought to the position they now occupy by the same agency as that which has planted blocks of syenite from Norway side by side with them.

The chalk, then, is certainly older than the boulder clay. If you ask how much, I will again take you no further than the same spot upon your own coasts for evidence. I have spoken of the boulder clay and drift as resting upon the chalk. That is not strictly true. Interposed between the chalk and the drift is a comparatively insignificant layer, containing vegetable matter. But that layer tells a wonderful history. It is full of stumps of trees standing as they grew. Fir-trees are there with their cones, and hazel-bushes

with their nuts; there stand the stools of oak and yew trees, beeches and alders. Hence this stratum is appropriately called the "forest-bed."

It is obvious that the chalk must have been upheaved and converted into dry land, before the timber trees could grow upon it. As the bolls of some of these trees are from two to three feet in diameter, it is no less clear that the dry land thus formed remained in the same condition for long ages. And not only do the remains of stately oaks and well-grown firs testify to the duration of this condition of things, but additional evidence to the same effect is afforded by the abundant remains of elephants, rhinoceroses, hippopotamuses, and other great wild beasts, which it has yielded to the zealous search of such men as the Rev. Mr. Gunn. When you look at such a collection as he has formed, and bethink you that these elephantine bones did veritably carry their owners about, and these great grinders crunch, in the dark woods of which the forest-bed is now the only trace, it is impossible not to feel that they are as good evidence of the lapse of time as the annual rings of the tree stumps.

Thus there is a writing upon the wall of cliffs at Cromer, and whoso runs may read it. It tells us, with an authority which cannot be impeached, that the ancient sea-bed of the chalk sea was raised up, and remained dry land, until it was covered with forest, stocked with the great game the spoils of which have rejoiced your geologists. How long it remained in that condition cannot be said; but, "the whirligig of time brought its revenges" in those days

as in these. That dry land, with the bones and teeth of generations of long-lived elephants, hidden away among the gnarled roots and dry leaves of its ancient trees, sank gradually to the bottom of the icy sea, which covered it with huge masses of drift and boulder clay. Sea-beasts, such as the walrus now restricted to the extreme north, paddled about where birds had twittered among the topmost twigs of the fir-trees. How long this state of things endured we know not, but at length it came to an end. The upheaved glacial mud hardened into the soil of modern Norfolk. Forests grew once more, the wolf and the beaver replaced the reindeer and the elephant; and at length what we call the history of England dawned.

Thus you have, within the limits of your own county, proof that the chalk can justly claim a very much greater antiquity than even the oldest physical traces of mankind. But we may go further and demonstrate, by evidence of the same authority as that which testifies to the existence of the father of men, that the chalk is vastly older than Adam himself. The Book of Genesis informs us that Adam, immediately upon his creation, and before the appearance of Eve, was placed in the Garden of Eden. The problem of the geographical position of Eden has greatly vexed the spirits of the learned in such matters, but there is one point respecting which, so far as I know, no commentator has ever raised a doubt. This is, that of the four rivers which are said to run out of it, Euphrates and Hiddekel are identical with the rivers now known by the names of Euphrates and Tigris. But the whole country in which these mighty

rivers take their origin, and through which they run, is composed of rocks which are either of the same age as the chalk, or of later date. So that the chalk must not only have been formed, but, after its formation, the time required for the deposit of these later rocks, and for their upheaval into dry land, must have elapsed, before the smallest brook which feeds the swift stream of "the great river, the river of Babylon" began to flow.

Thus, evidence which cannot be rebutted, and which need not be strengthened, though if time permitted I might indefinitely increase its quantity, compels you to believe that the earth, from the time of the chalk to the present day, has been the theatre of a series of changes as vast in their amount, as they were slow in their progress. The area on which we stand has been first sea and then land, for at least four alternations; and has remained in each of these conditions for a period of great length.

Nor have these wonderful metamorphoses of sea into land, and of land into sea, been confined to one corner of England. During the chalk period, or "cretaceous epoch," not one of the present great physical features of the globe was in existence. Our great mountain ranges, Pyrenees, Alps, Himalayas, Andes, have all been upheaved since the chalk was deposited, and the cretaceous sea flowed over the sites of Sinai and Ararat. All this is certain, because rocks of cretaceous, or still later, date have shared in the elevatory movements which gave rise to these mountain chains; and may be found perched up, in some cases, many thousand feet high upon their

flanks. And evidence of equal cogency demonstrates that, though, in Norfolk, the forest-bed rests directly upon the chalk, yet it does so, not because the period at which the forest grew immediately followed that at which the chalk was formed, but because an immense lapse of time, represented elsewhere by thousands of feet of rock, is not indicated at Cromer.

I must ask you to believe that there is no less conclusive proof that a still more prolonged succession of similar changes occurred, before the chalk was deposited. Nor have we any reason to think that the first term in the series of these changes is known. The oldest sea-beds preserved to us are sands, and mud, and pebbles, the wear and tear of rocks which were formed in still older oceans.

But, great as is the magnitude of these physical changes of the world, they have been accompanied by a no less striking series of modifications in its living inhabitants. All the great classes of animals, beasts of the field, fowls of the air, creeping things, and things which dwell in the waters, flourished upon the globe long ages before the chalk was deposited. Very few, however, if any, of these ancient forms of animal life were identical with those which now live. Certainly not one of the higher animals was of the same species as any of those now in existence. The beasts of the field, in the days before the chalk, were not our beasts of the field, nor the fowls of the air such as those which the eye of man has seen flying, unless his antiquity dates infinitely further back than we at present surmise. If we could be carried back into those times, we should be as one suddenly set

down in Australia before it was colonized. We should see mammals, birds, reptiles, fishes, insects, snails, and the like, clearly recognizable as such, and yet not one of them would be just the same as those with which we are familiar, and many would be extremely different.

From that time to the present, the population of the world has undergone slow and gradual, but incessant, changes. There has been no grand catastrophe—no destroyer has swept away the forms of life of one period, and replaced them by a totally new creation: but one species has vanished and another has taken its place; creatures of one type of structure have diminished, those of another have increased, as time has passed on. And thus, while the differences between the living creatures of the time before the chalk and those of the present day appear startling, if placed side by side, we are led from one to the other by the most gradual progress, if we follow the course of Nature through the whole series of those relics of her operations which she has left behind. It is by the population of the chalk sea that the ancient and the modern inhabitants of the world are most completely connected. The groups which are dying out flourish, side by side, with the groups which are now the dominant forms of life. Thus the chalk contains remains of those strange flying and swimming reptiles, the pterodactyl, the ichthyosaurus and the plesiosaurus, which are found in no later deposits, but abounded in preceding ages. The chambered shells called ammonites and belemnites, which are so characteristic of the period preceding the cretaceous, in like manner die with it.

But, amongst these fading remainders of a previous state of things, are some very modern forms of life, looking like Yankee pedlars among a tribe of Red Indians. Crocodiles of modern type appear; bony fishes, many of them very similar to existing species, almost supplant the forms of fish which predominate in more ancient seas; and many kinds of living shell-fish first become known to us in the chalk. The vegetation acquires a modern aspect. A few living animals are not even distinguishable as species, from those which existed at that remote epoch. The *Globigerina* of the present day, for example, is not different specifically from that of the chalk; and the same may be said of many other *Foraminifera*. I think it probable that critical and unprejudiced examination will show that more than one species of much higher animals have had a similar longevity; but the only example which I can at present give confidently is the snake's-head lamp-shell (*Terebratulina caput serpentis*), which lives in our English seas and abounded (as *Terebratulina striata* of authors) in the chalk.

The longest line of human ancestry must hide its diminished head before the pedigree of this insignificant shell-fish. We Englishmen are proud to have an ancestor who was present at the Battle of Hastings. The ancestors of *Terebratulina caput serpentis* may have been present at a battle of *Ichthyosauria* in that part of the sea which, when the chalk was forming, flowed over the site of Hastings. When all around has changed, this *Terebratulina* has peacefully propagated its species from generation to generation, and stands to this day, as a living testimony

to the continuity of the present with the past history of the globe.

Up to this moment I have stated, so far as I know, nothing but well-authenticated facts, and the immediate conclusions which they force upon the mind. But the mind is so constituted that it does not willingly rest in facts and immediate causes, but seeks always after a knowledge of the remoter links in the chain of causation.

Taking the many changes of any given spot of the earth's surface, from sea to land and from land to sea, as an established fact, we cannot refrain from asking ourselves how these changes have occurred. And when we have explained them—as they must be explained—by the alternate slow movements of elevation and depression which have affected the crust of the earth, we go still further back, and ask, Why these movements?

I am not certain that any one can give you a satisfactory answer to that question. Assuredly I cannot. All that can be said, for certain, is, that such movements are part of the ordinary course of nature, inasmuch as they are going on at the present time. Direct proof may be given, that some parts of the land of the northern hemisphere are at this moment insensibly rising and others insensibly sinking; and there is indirect, but perfectly satisfactory, proof, that an enormous area now covered by the Pacific has been deepened thousands of feet, since the present inhabitants of that sea came into existence. Thus there is not a shadow of a reason for believing that

the physical changes of the globe, in past times, have been affected by other than natural causes. Is there any more reason for believing that the concomitant modifications in the forms of the living inhabitants of the globe have been brought about in other ways?

Before attempting to answer this question, let us try to form a distinct mental picture of what has happened in some special case. The crocodiles are animals which, as a group, have a very vast antiquity. They abounded ages before the chalk was deposited; they throng the rivers in warm climates, at the present day. There is a difference in the form of the joints of the back-bone, and in some minor particulars, between the crocodiles of the present epoch and those which lived before the chalk; but, in the cretaceous epoch, as I have already mentioned, the crocodiles had assumed the modern type of structure. Notwithstanding this, the crocodiles of the chalk are not identically the same as those which lived in the times called "older tertiary," which succeeded the cretaceous epoch; and the crocodiles of the older tertiaries are not identical with those of the newer tertiaries, nor are these identical with existing forms. I leave open the question whether particular species may have lived on from epoch to epoch. But each epoch has had its peculiar crocodiles; though all, since the chalk, have belonged to the modern type, and differ simply in their proportions, and in such structural particulars as are discernible only to trained eyes.

How is the existence of this long succession of different species of crocodiles to be accounted for?

Only two suppositions seem to be open to us—Either each species of crocodile has been specially created, or it has arisen out of some pre-existing form by the operation of natural causes. Choose your hypothesis; I have chosen mine. I can find no warranty for believing in the distinct creation of a score of successive species of crocodiles in the course of countless ages of time. Science gives no countenance to such a wild fancy; nor can even the perverse ingenuity of a commentator pretend to discover this sense, in the simple words in which the writer of Genesis records the proceedings of the fifth and sixth days of the Creation.

On the other hand, I see no good reason for doubting the necessary alternative, that all these varied species have been evolved from pre-existing crocodilian forms, by the operation of causes as completely a part of the common order of nature as those which have effected the changes of the inorganic world. Few will venture to affirm that the reasoning which applies to crocodiles loses its force among other animals, or among plants. If one series of species has come into existence by the operation of natural causes, it seems folly to deny that all may have arisen in the same way.

A small beginning has led us to a great ending. If I were to put the bit of chalk with which we started into the hot but obscure flame of burning hydrogen, it would presently shine like the sun. It seems to me that this physical metamorphosis is no false image of what has been the result of our subjecting

it to a jet of fervent, though nowise brilliant, thought to-night. It has become luminous, and its clear rays, penetrating the abyss of the remote past, have brought within our ken some stages of the evolution of the earth. And in the shifting "without haste, but without rest" of the land and sea, as in the endless variation of the forms assumed by living beings, we have observed nothing but the natural product of the forces originally possessed by the substance of the universe.

THE ORIGIN OF SPECIES

[1860]

Mr. Darwin's long-standing and well-earned scientific eminence probably renders him indifferent to that social notoriety which passes by the name of success; but if the calm spirit of the philosopher have not yet wholly superseded the ambition and the vanity of the carnal man within him, he must be well satisfied with the results of his venture in publishing the "Origin of Species." Overflowing the narrow bounds of purely scientific circles, the "species question" divides with Italy and the Volunteers the attention of general society. Everybody has read Mr. Darwin's book, or, at least, has given an opinion upon its merits or demerits; pietists, whether lay or ecclesiastic, decry it with the mild railing which sounds so charitable; bigots denounce it with ignorant invective; old ladies of both sexes consider it a decidedly dangerous book, and even savants, who have no better mud to throw, quote antiquated writers to show that its author is no better than an ape himself; while every philosophical thinker hails it as a veritable Whitworth gun in the armoury of liberalism; and all competent naturalists and physiologists, whatever their opinions as to the ultimate fate of the doctrines put forth, acknowledge that the work in which they are embodied is a solid

contribution to knowledge and inaugurates a new epoch in natural history.

Nor has the discussion of the subject been restrained within the limits of conversation. When the public is eager and interested, reviewers must minister to its wants; and the genuine *littérateur* is too much in the habit of acquiring his knowledge from the book he judges—as the Abyssinian is said to provide himself with steaks from the ox which carries him—to be withheld from criticism of a profound scientific work by the mere want of the requisite preliminary scientific acquirement; while, on the other hand, the men of science who wish well to the new views, no less than those who dispute their validity, have naturally sought opportunities of expressing their opinions. Hence it is not surprising that almost all the critical journals have noticed Mr. Darwin's work at greater or less length; and so many disquisitions, of every degree of excellence, from the poor product of ignorance, too often stimulated by prejudice, to the fair and thoughtful essay of the candid student of Nature, have appeared, that it seems an almost hopeless task to attempt to say anything new upon the question.

But it may be doubted if the knowledge and acumen of prejudged scientific opponents, and the subtlety of orthodox special pleaders, have yet exerted their full force in mystifying the real issues of the great controversy which has been set afoot, and whose end is hardly likely to be seen by this generation; so that, at this eleventh hour, and even failing anything new, it may be useful to state afresh that

which is true, and to put the fundamental positions advocated by Mr. Darwin in such a form that they may be grasped by those whose special studies lie in other directions. And the adoption of this course may be the more advisable, because, notwithstanding its great deserts, and indeed partly on account of them, the "Origin of Species" is by no means an easy book to read—if by reading is implied the full comprehension of an author's meaning.

We do not speak jestingly in saying that it is Mr. Darwin's misfortune to know more about the question he has taken up than any man living. Personally and practically exercised in zoology, in minute anatomy, in geology; a student of geographical distribution, not on maps and in museums only, but by long voyages and laborious collection; having largely advanced each of these branches of science, and having spent many years in gathering and sifting materials for his present work, the store of accurately registered facts upon which the author of the "Origin of Species" is able to draw at will is prodigious.

But this very superabundance of matter must have been embarrassing to a writer who, for the present, can only put forward an abstract of his views; and thence it arises, perhaps, that notwithstanding the clearness of the style, those who attempt fairly to digest the book find much of it a sort of intellectual pemmican—a mass of facts crushed and pounded into shape, rather than held together by the ordinary medium of an obvious logical bond; due attention will, without doubt, discover this bond, but it is often hard to find.

Again, from sheer want of room, much has to be taken for granted which might readily enough be proved; and hence, while the adept, who can supply the missing links in the evidence from his own knowledge, discovers fresh proof of the singular thoroughness with which all difficulties have been considered and all unjustifiable suppositions avoided, at every reperusal of Mr. Darwin's pregnant paragraphs, the novice in biology is apt to complain of the frequency of what he fancies is gratuitous assumption.

Thus while it may be doubted if, for some years, any one is likely to be competent to pronounce judgment on all the issues raised by Mr. Darwin, there is assuredly abundant room for him who, assuming the humbler, though perhaps as useful, office of an interpreter between the "Origin of Species" and the public, contents himself with endeavouring to point out the nature of the problems which it discusses; to distinguish between the ascertained facts and the theoretical views which it contains; and finally, to show the extent to which the explanation it offers satisfies the requirements of scientific logic. At any rate, it is this office which we purpose to undertake in the following pages.

It may be safely assumed that our readers have a general conception of the nature of the objects to which the word "species" is applied; but it has, perhaps, occurred to a few, even to those who are naturalists *ex professo*, to reflect, that, as commonly employed, the term has a double sense and denotes two very different orders of relations. When we call a group of animals, or of plants, a species, we may

imply thereby, either that all these animals or plants have some common peculiarity of form or structure; or, we may mean that they possess some common functional character. That part of biological science which deals with form and structure is called Morphology—that which concerns itself with function, Physiology—so that we may conveniently speak of these two senses, or aspects, of "species"—the one as morphological, the other as physiological. Regarded from the former point of view, a species is nothing more than a kind of animal or plant, which is distinctly definable from all others, by certain constant, and not merely sexual, morphological peculiarities. Thus horses form a species, because the group of animals to which that name is applied is distinguished from all others in the world by the following constantly associated characters. They have—1, A vertebral column; 2, Mammae; 3, A placental embryo; 4, Four legs; 5, A single well-developed toe in each foot provided with a hoof; 6, A bushy tail; and 7, Callosities on the inner sides of both the fore and the hind legs. The asses, again, form a distinct species, because, with the same characters, as far as the fifth in the above list, all asses have tufted tails, and have callosities only on the inner side of the fore-legs. If animals were discovered having the general characters of the horse, but sometimes with callosities only on the fore-legs, and more or less tufted tails; or animals having the general characters of the ass, but with more or less bushy tails, and sometimes with callosities on both pairs of legs, besides being intermediate in other

respects—the two species would have to be merged into one. They could no longer be regarded as morphologically distinct species for they would not be distinctly definable one from the other.

However bare and simple this definition of species may appear to be, we confidently appeal to all practical naturalists, whether zoologists, botanists, or palæontologists, to say if, in the vast majority of cases, they know, or mean to affirm, anything more of the group of animals or plants they so denominate than what has just been stated. Even the most decided advocates of the received doctrines respecting species admit this.

> "I apprehend," says Professor Owen,[1] "that few naturalists nowadays, in describing and proposing a name for what they call 'a new *species*,' use that term to signify what was meant by it twenty or thirty years ago; that is, an originally distinct creation, maintaining its primitive distinction by obstructive generative peculiarities. The proposer of the new species now intends to state no more than he actually knows; as, for example, that the differences on which he founds the specific character are constant in individuals of both sexes, so far as observation has reached; and that they are not due to domestication or to artificially superinduced external circumstances, or to any outward influence within his cognizance; that the species is wild, or is such as it appears by Nature."

If we consider, in fact, that by far the largest proportion of recorded existing species are known only by the study of their skins, or bones, or other lifeless exuviæ; that we are acquainted with none, or next to none, of their physiological peculiarities,

[1] "On the Osteology of the Chimpanzee and Orangs"; *Transactions of the Zoological Society*, 1858.

beyond those which can be deduced from their structure, or are open to cursory observation; and that we cannot hope to learn more of any of those extinct forms of life which now constitute no inconsiderable proportion of the known Flora and Fauna of the world: it is obvious that the definitions of these species can be only of a purely structural, or morphological, character. It is probable that naturalists would have avoided much confusion of ideas if they had more frequently borne the necessary limitations of our knowledge in mind. But while it may safely be admitted that we are acquainted with only the morphological characters of the vast majority of species—the functional or physiological, peculiarities of a few have been carefully investigated, and the result of that study forms a large and most interesting portion of the physiology of reproduction.

The student of Nature wonders the more and is astonished the less, the more conversant he becomes with her operations; but of all the perennial miracles she offers to his inspection, perhaps the most worthy of admiration is the development of a plant or of an animal from its embryo. Examine the recently laid egg of some common animal, such as a salamander or newt. It is a minute spheroid in which the best microscope will reveal nothing but a structureless sac, enclosing a glairy fluid, holding granules in suspension.[1] But strange possibilities lie dormant in that semi-fluid globule. Let a moderate supply of

[1] [When this sentence was written, it was generally believed that the original nucleus of the egg (the germinal vesicle) disappeared.—1893.]

warmth reach its watery cradle, and the plastic matter undergoes changes so rapid, yet so steady and purposelike in their succession, that one can only compare them to those operated by a skilled modeller upon a formless lump of clay. As with an invisible trowel, the mass is divided and subdivided into smaller and smaller portions, until it is reduced to an aggregation of granules not too large to build withal the finest fabrics of the nascent organism. And, then, it is as if a delicate finger traced out the line to be occupied by the spinal column, and moulded the contour of the body; pinching up the head at one end, the tail at the other, and fashioning flank and limb into due salamandrine proportions, in so artistic a way, that, after watching the process hour by hour, one is almost involuntarily possessed by the notion, that some more subtle aid to vision than an achromatic, would show the hidden artist, with his plan before him, striving with skilful manipulation to perfect his work.

As life advances, and the young amphibian ranges the waters, the terror of his insect contemporaries, not only are the nutritious particles supplied by its prey, by the addition of which to its frame, growth takes place, laid down, each in its proper spot, and in such due proportion to the rest, as to reproduce the form, the colour, and the size, characteristic of the parental stock; but even the wonderful powers of reproducing lost parts possessed by these animals are controlled by the same governing tendency. Cut off the legs, the tail, the jaws, separately or all together, and, as Spallanzani showed long ago, these

parts not only grow again, but the redintegrated limb is formed on the same type as those which were lost. The new jaw, or leg, is a newt's, and never by any accident more like that of a frog. What is true of the newt is true of every animal and of every plant; the acorn tends to build itself up again into a woodland giant such as that from whose twig it fell; the spore of the humblest lichen reproduces the green or brown incrustation which gave it birth; and the other end of the scale of life, the child that resembled neither the paternal nor the maternal side of the house would be regarded as a kind of monster.

So that the one end to which, in all living beings, the formative impulse is tending—the one scheme which the Archaeus of the old speculators strives to carry out, seems to be to mould the offspring into the likeness of the parent. It is the first great law of reproduction, that the offspring tends to resemble its parent or parents, more closely than anything else.

Science will some day show us how this law is a necessary consequence of the more general laws which govern matter; but, for the present, more can hardly be said than that it appears to be in harmony with them. We know that the phænomena of vitality are not something apart from other physical phænomena, but one with them, and matter and force are the two names of the one artist who fashions the living as well as the lifeless. Hence living bodies should obey the same great laws as other matter—nor, throughout Nature, is there a law of wider application than this, that a body impelled by two forces takes the direc-

tion of their resultant. But living bodies may be regarded as nothing but extremely complex bundles of forces held in a mass of matter, as the complex forces of a magnet are held in the steel by its coercive force; and, since the differences of sex are comparatively slight, or, in other words, the sum of the forces in each has a very similar tendency, their resultant, the offspring, may reasonably be expected to deviate but little from a course parallel to either, or to both.

Represent the reason of the law to ourselves by what physical metaphor or analogy we will, however, the great matter is to apprehend its existence and the importance of the consequences deducible from it. For things which are like to the same are like to one another; and if, in a great series of generations, every offspring is like its parent, it follows that all the parents must be like one another; and that, given an original parental stock, with the opportunity of undisturbed multiplication, the law in question necessitates the production, in course of time, of an indefinitely large group, the whole of the members of which are at once very similar and are blood relations, having descended from the same parent, or pair of parents. The proof that all the members of any given group of animals, or plants, had thus descended, would be ordinarily considered sufficient to entitle them to the rank of physiological species, for most physiologists consider species to be definable as "the offspring of a single primitive stock."

But though it is quite true that all those groups we call species *may*, according to the known laws of

reproduction, have descended from a single stock, and though it is very likely they really have done so, yet this conclusion rests on deduction and can hardly hope to establish itself upon a basis of observation. And the primitiveness of the supposed single stock, which, after all, is the essential part of the matter, is not only a hypothesis, but one which has not a shadow of foundation, if by "primitive" be meant "independent of any other living being." A scientific definition, of which an unwarrantable hypothesis forms an essential part, carries its condemnation within itself; but, even supposing such a definition were, in form, tenable, the physiologist who should attempt to apply it in Nature would soon find himself involved in great, if not inextricable, difficulties. As we have said, it is indubitable that offspring *tend* to resemble the parental organism, but it is equally true that the similarity attained never amounts to identity either in form or in structure. There is always a certain amount of deviation, not only from the precise characters of a single parent, but when, as in most animals and many plants, the sexes are lodged in distinct individuals, from an exact mean between the two parents. And indeed, on general principles, this slight deviation seems as intelligible as the general similarity, if we reflect how complex the co-operating "bundles of forces" are, and how improbable it is that in any case, their true resultant shall coincide with any mean between the more obvious characters of the two parents. Whatever be its cause, however, the co-existence of this tendency to minor variation with the tendency to general

similarity, is of vast importance in its bearing on the question of the origin of species.

As a general rule, the extent to which an offspring differs from its parent is slight enough; but, occasionally, the amount of difference is much more strongly marked, and then the divergent offspring receives the name of a Variety. Multitudes, of what there is every reason to believe are such varieties, are known, but the origin of very few has been accurately recorded, and of these we will select two or more especially illustrative of the main features of variation. The first of them is that of the "Ancon" or "Otter" sheep, of which a careful account is given by Colonel David Humphreys, F.R.S., in a letter to Sir Joseph Banks, published in the "Philosophical Transactions" for 1813. It appears that one Seth Wright, the proprietor of a farm on the banks of the Charles River, in Massachusetts, possessed a flock of fifteen ewes and a ram of the ordinary kind. In the year 1791, one of the ewes presented her owner with a male lamb, differing, for no assignable reason, from its parents by a proportionally long body and short bandy legs, whence it was unable to emulate its relatives in those sportive leaps over the neighbours' fences, in which they were in the habit of indulging, much to the good farmer's vexation.

The second case is that detailed by a no less unexceptionable authority than Réaumur, in his "Art de faire éclore les Poulets." A Maltese couple, named Kelleia, whose hands and feet were constructed upon the ordinary human model, had born to them a son, Gratio, who possessed six perfectly

movable fingers on each hand, and six toes, not quite so well formed, on each foot. No cause could be assigned for the appearance of this unusual variety of the human species.

Two circumstances are well worthy of remark in both these cases. In each, the variety appears to have arisen in full force, and, as it were, *per saltum;* a wide and definite difference appearing, at once, between the Ancon ram and the ordinary sheep; between the six-fingered and six-toed Gratio Kelleia and ordinary men. In neither case is it possible to point out any obvious reason for the appearance of the variety. Doubtless there were determining causes for these as for all other phænomena; but they do not appear, and we can be tolerably certain that what are ordinarily understood as changes in physical conditions, as in climate, in food, or the like, did not take place and had nothing to do with the matter. It was no case of what is commonly called adaptation to circumstances; but, to use a conveniently erroneous phrase, the variations arose spontaneously. The fruitless search after final causes leads their pursuers a long way; but even those hardy teleologists, who are ready to break through all the laws of physics in chase of their favourite will-o'-the-wisp, may be puzzled to discover what purpose could be attained by the stunted legs of Seth Wright's ram or the hexadactyle members of Gratio Kelleia.

Varieties then arise we know not why; and it is more than probable that the majority of varieties have arisen in this "spontaneous" manner, though we are, of course, far from denying that they may be

traced, in some cases, to distinct external influences; which are assuredly competent to alter the character of the tegumentary covering, to change colour, to increase or diminish the size of muscles, to modify constitution, and, among plants, to give rise to the metamorphosis of stamens into petals, and so forth. But however they may have arisen, what especially interests us at present is, to remark that, once in existence, many varieties obey the fundamental law of reproduction that like tends to produce like; and their offspring exemplify it by tending to exhibit the same deviation from the parental stock as themselves. Indeed, there seems to be, in many instances, a prepotent influence about a newly-arisen variety which gives it what one may call an unfair advantage over the normal descendants from the same stock. This is strikingly exemplified by the case of Gratio Kelleia, who married a woman with the ordinary pentadactyle extremities, and had by her four children, Salvator, George, André, and Marie. Of these children Salvator, the eldest boy, had six fingers and six toes, like his father; the second and third, also boys, had five fingers and five toes, like their mother, though the hands and feet of George were slightly deformed. The last, a girl, had five fingers and five toes, but the thumbs were slightly deformed. The variety thus reproduced itself purely in the eldest, while the normal type reproduced itself purely in the third, and almost purely in the second and last: so that it would seem, at first, as if the normal type were more powerful than the variety. But all these children grew up and intermarried with normal wives and husband,

and then, note what took place: Salvator had four children, three of whom exhibited the hexadactyle members of their grandfather and father, while the youngest had the pentadactyle limbs of the mother and grandmother; so that here, notwithstanding a double pentadactyle dilution of the blood, the hexadactyle variety had the best of it. The same prepotency of the variety was still more markedly exemplified in the progeny of two of the other children, Marie and George. Marie (whose thumbs only were deformed) gave birth to a boy with six toes, and three other normally formed children; but George, who was not quite so pure a pentadactyle, begot, first, two girls, each of whom had six fingers and toes; then a girl with six fingers on each hand and six toes on the right foot, but only five toes on the left; and lastly, a boy with only five fingers and toes. In these instances, therefore, the variety, as it were, leaped over one generation to reproduce itself in full force in the next. Finally, the purely pentadactyle André was the father of many children, not one of whom departed from the normal parental type.

If a variation which approaches the nature of a monstrosity can strive thus forcibly to reproduce itself, it is not wonderful that less aberrant modifications should tend to be preserved even more strongly; and the history of the Ancon sheep is, in this respect, particularly instructive. With the "'cuteness" characteristic of their nation, the neighbours of the Massachusetts farmer imagined it would be an excellent thing if all his sheep were

imbued with the stay-at-home tendencies enforced by Nature upon the newly-arrived ram; and they advised Wright to kill the old patriarch of his fold, and install the Ancon ram in his place. The result justified their sagacious anticipations, and coincided very nearly with what occurred to the progeny of Gratio Kelleia. The young lambs were almost always either pure Ancons, or pure ordinary sheep.[1] But when sufficient Ancon sheep were obtained to interbreed with one another, it was found that the offspring was always pure Ancon. Colonel Humphreys, in fact, states that he was acquainted with only "one questionable case of a contrary nature." Here, then, is a remarkable and well-established instance, not only of a very distinct race being established *per saltum*, but of that race breeding "true" at once, and showing no mixed forms, even when crossed with another breed.

By taking care to select Ancons of both sexes, for breeding from, it thus became easy to establish an extremely well-marked race; so peculiar that, even when herded with other sheep, it was noted that the Ancons kept together. And there is every reason to believe that the existence of this breed might have been indefinitely protracted; but the introduction of

[1] Colonel Humphreys' statements are exceedingly explicit on this point:—"When an Ancon ewe is impregnated by a common ram, the increase resembles wholly either the ewe or the ram. The increase of the common ewe impregnated by an Ancon ram follows entirely the one or the other, without blending any of the distinguishing and essential peculiarities of both. Frequent instances have happened where common ewes have had twins by Ancon rams, when one exhibited the complete marks and features of the ewe, the other of the ram. The contrast has been rendered singularly striking, when one short-legged and one long-legged lamb, produced at a birth, have been seen sucking the dam at the same time."—*Philosophical Transactions*, 1814, Pt. I., pp. 89, 90.

the Merino sheep, which were not only very superior to the Ancons in wool and meat, but quite as quiet and orderly, led to the complete neglect of the new breed, so that, in 1813, Colonel Humphreys found it difficult to obtain the specimen, the skeleton of which was presented to Sir Joseph Banks. We believe that, for many years, no remnant of it has existed in the United States.

Gratio Kelleia was not the progenitor of a race of six-fingered men, as Seth Wright's ram became a nation of Ancon sheep, though the tendency of the variety to perpetuate itself appears to have been fully as strong in the one case as in the other. And the reason of the difference is not far to seek. Seth Wright took care not to weaken the Ancon blood by matching his Ancon ewes with any but males of the same variety, while Gratio Kelleia's sons were too far removed from the patriarchal times to intermarry with their sisters; and his grand-children seem not to have been attracted by their six-fingered cousins. In other words, in the one example a race was produced, because, for several generations, care was taken to *select* both parents of the breeding stock from animals exhibiting a tendency to vary in the same direction; while, in the other, no race was evolved, because no such selection was exercised. A race is a propagated variety; and as, by the laws of reproduction, offspring tend to assume the parental forms, they will be more likely to propagate a variation exhibited by both parents than that possessed by only one.

There is no organ of the body of an animal which

may not, and does not, occasionally, vary more or less from the normal type; and there is no variation which may not be transmitted and which, if selectively transmitted, may not become the foundation of a race. This great truth, sometimes forgotten by philosophers, has long been familiar to practical agriculturists and breeders; and upon it rest all the methods of improving the breeds of domestic animals, which, for the last century, have been followed with so much success in England. Colour, form, size, texture of hair or wool, proportions of various parts, strength or weakness of constitution, tendency to fatten or to remain lean, to give much or little milk, speed, strength, temper, intelligence, special instincts; there is not one of these characters the transmission of which is not an everyday occurrence within the experience of cattle-breeders, stock-farmers, horse-dealers, and dog and poultry fanciers. Nay, it is only the other day that an eminent physiologist, Dr. Brown-Séquard, communicated to the Royal Society his discovery that epilepsy, artificially produced in guinea-pigs, by a means which he has discovered, is transmitted to their offspring.[1]

But a race, once produced, is no more a fixed and immutable entity than the stock whence it sprang; variations arise among its members, and as these variations are transmitted like any others, new races may be developed out of the pre-existing one *ad infinitum*, or, at least, within any limit at present determined. Given sufficient time and sufficiently careful selection, and the multitude of races which

[1][Compare Weismann's *Essays upon Heredity*, p. 310 *et. seq.*, 1893.]

may arise from a common stock is as astonishing as are the extreme structural differences which they may present. A remarkable example of this is found in the rock-pigeon, which Mr. Darwin has, in our opinion, satisfactorily demonstrated to be the progenitor of all our domestic pigeons, of which there are certainly more than a hundred well-marked races. The most noteworthy of these races are, the four great stocks known to the "fancy" as tumblers, pouters, carriers, and fantails; birds which not only differ most singularly in size, colour, and habits, but in the form of the beak and of the skull; in the proportions of the beak to the skull; in the number of tail-feathers; in the absolute and relative size of the feet; in the presence or absence of the uropygial gland; in the number of vertebræ in the back; in short, in precisely those characters in which the genera and species of birds differ from one another.

And it is most remarkable and instructive to observe, that none of these races can be shown to have been originated by the action of changes in what are commonly called external circumstances, upon the wild rock-pigeon. On the contrary, from time immemorial pigeon-fanciers have had essentially similar methods of treating their pets, which have been housed, fed, protected and cared for in much the same way in all pigeonries. In fact, there is no case better adapted than that of the pigeons to refute the doctrine which one sees put forth on high authority, that "no other characters than those founded on the development of bone for the attachment of muscles" are capable of variation. In precise contradiction of

this hasty assertion, Mr. Darwin's researches prove that the skeleton of the wings in domestic pigeons has hardly varied at all from that of the wild type; while, on the other hand, it is in exactly those respects, such as the relative length of the beak and skull, the number of the vertebræ, and the number of the tail-feathers, in which muscular exertion can have no important influence, that the utmost amount of variation has taken place.

We have said that the following out of the properties exhibited by physiological species would lead us into difficulties, and at this point they begin to be obvious; for if, as the result of spontaneous variation and selective breeding, the progeny of a common stock may become separated into groups distinguished from one another by constant, not sexual, morphological characters, it is clear that the physiological definition of species is likely to clash with the morphological definition. No one would hesitate to describe the pouter and the tumbler as distinct species, if they were found fossil, or if their skins and skeletons were imported, as those of exotic wild birds commonly are—and without doubt, if considered alone, they are good and distinct morphological species. On the other hand, they are not physiological species, for they are descended from a common stock, the rock-pigeon.

Under these circumstances, as it is admitted on all sides that races occur in Nature, how are we to know whether any apparently distinct animals are really of different physiological species, or not, seeing that the amount of morphological difference is no

safe guide? Is there any test of a physiological species? The usual answer of physiologists is in the affirmative. It is said that such a test is to be found in the phænomena of hybridisation—in the result of crossing races, as compared with the results of crossing species.

So far as the evidence goes at present, individuals, of what are certainly known to be mere races produced by selection, however distinct they may appear to be, not only breed freely together, but the offspring of such crossed races are perfectly fertile with one another. Thus, the spaniel and the greyhound, the dray-horse and the Arab, the pouter and the tumbler, breed together with perfect freedom, and their mongrels, if matched with other mongrels of the same kind, are equally fertile.

On the other hand, there can be no doubt that the individuals of many natural species are either absolutely infertile if crossed with individuals of other species, or, if they give rise to hybrid offspring, the hybrids so produced are infertile when paired together. The horse and the ass, for instance, if crossed, give rise to the mule, and there is no certain evidence of offspring ever having been produced by a male and a female mule. The unions of the rock-pigeon and the ring-pigeon appear to be equally barren of result. Here, then, says the physiologist, we have a means of distinguishing any two true species from any two varieties. If a male and a female, selected from each group, produce offspring, and that offspring is fertile with others produced in the same way, the groups are races and not species.

If, on the other hand, no result ensues, or if the offspring are infertile with others produced in the same way, they are true physiological species. The test would be an admirable one, if, in the first place, it were always practicable to apply it, and if, in the second, it always yielded results susceptible of a definite interpretation. Unfortunately, in the great majority of cases, this touchstone for species is wholly inapplicable.

The constitution of many wild animals is so altered by confinement that they will not breed even with their own females, so that the negative results obtained from crosses are of no value; and the antipathy of wild animals of different species for one another, or even of wild and tame members of the same species, is ordinarily so great, that it is hopeless to look for such unions in Nature. The hermaphrodism of most plants, the difficulty in the way of insuring the absence of their own or the proper working of other pollen, are obstacles of no less magnitude in applying the test to them. And, in both animals and plants, is super-added the further difficulty, that experiments must be continued over a long time for the purpose of ascertaining the fertility of the mongrel or hybrid progeny, as well as of the first crosses from which they spring.

Not only do these great practical difficulties lie in the way of applying the hybridisation test, but even when this oracle can be questioned, its replies are sometimes as doubtful as those of Delphi. For example, cases are cited by Mr. Darwin, of plants which are more fertile with the pollen of

another species than with their own; and there are others, such as certain *Fuci*, the male element of which will fertilise the ovule of a plant of distinct species, while the males of the latter species are ineffective with the females of the first. So that, in the last-named instance, a physiologist, who should cross the two species in one way, would decide that they were true species; while another, who should cross them in the reverse way, would, with equal justice, according to the rule, pronounce them to be mere races. Several plants, which there is great reason to believe are mere varieties, are almost sterile when crossed; while both animals and plants, which have always been regarded by naturalists as of distinct species, turn out, when the test is applied, to be perfectly fertile. Again, the sterility or fertility of crosses seems to bear no relation to the structural resemblances or differences of the members of any two groups.

Mr. Darwin has discussed this question with singular ability and circumspection, and his conclusions are summed up as follows, at page 276 of his work:

"First crosses between forms sufficiently distinct to be ranked as species, and their hybrids, are very generally, but not universally, sterile. The sterility is of all degrees, and is often so slight that the two most careful experimentalists who have ever lived have come to diametrically opposite conclusions in ranking forms by this test. The sterility is innately variable in individuals of the same species, and is eminently susceptible of favourable and unfavourable conditions. The degree of sterility does not strictly follow systematic affinity, but is governed by

several curious and complex laws. It is generally different and sometimes widely different, in reciprocal crosses between the same two species. It is not always equal in degree in a first cross, and in the hybrid produced from this cross.

"In the same manner as in grafting trees, the capacity of one species or variety to take on another is incidental on generally unknown differences in their vegetative systems; so in crossing, the greater or less facility of one species to unite with another is incidental on unknown differences in their reproductive systems. There is no more reason to think that species have been specially endowed with various degrees of sterility to prevent them crossing and breeding in Nature, than to think that trees have been specially endowed with various and somewhat analogous degrees of difficulty in being grafted together, in order to prevent them becoming inarched in our forests.

"The sterility of first crosses between pure species, which have their reproductive systems perfect, seems to depend on several circumstances; in some cases largely on the early death of the embryo. The sterility of hybrids which have their reproductive systems imperfect, and which have had this system and their whole organisation disturbed by being compounded of two distinct species, seems closely allied to that sterility which so frequently affects pure species when their natural conditions of life have been disturbed. This view is supported by a parallelism of another kind: namely, that the crossing of forms, only slightly different, is favourable to the vigour and fertility of the offspring; and that slight changes in the conditions of life are apparently favourable to the vigour and fertility of all organic beings. It is not surprising that the degree of difficulty in uniting two species, and the degree of sterility of their hybrid offspring, should generally correspond, though due to distinct causes; for both depend on the amount of difference of some kind between the species which are crossed. Nor is it surprising that the facility of effecting a first cross, the fertility of hybrids produced from it, and the capacity of being grafted together—though this latter capacity evidently depends on widely different circumstances—should all run to a certain extent parallel with the

systematic affinity of the forms which are subjected to experiment; for systematic affinity attempts to express all kinds of resemblance between all species.

"First crosses between forms known to be varieties, or sufficiently alike to be considered as varieties, and their mongrel offspring, are very generally, but not quite universally, fertile. Nor is this nearly general and perfect fertility surprising, when we remember how liable we are to argue in a circle with respec to varieties in a state of Nature; and when we remember that the greater number of varieties have been produced under domestication by the selection of mere external differences, and not of differences in the reproductive system. In all other respects, excluding fertility, there is a close general resemblance between hybrids and mongrels."—Pp. 276–8.

We fully agree with the general tenor of this weighty passage; but forcible as are these arguments, and little as the value of fertility or infertility as a test of species may be, it must not be forgotten that the really important fact, so far as the inquiry into the origin of species goes, is, that there are such things in Nature as groups of animals and of plants, the members of which are incapable of fertile union with those of other groups; and that there are such things as hybrids, which are absolutely sterile when crossed with other hybrids. For if such phænomena as these were exhibited by only two of those assemblages of living objects, to which the name of species (whether it be used in its physiological or in its morphological sense) is given, it would have to be accounted for by any theory of the origin of species, and every theory which could not account for it would be, so far, imperfect.

Up to this point, we have been dealing with mat-

ters of fact, and the statements which we have laid before the reader would, to the best of our knowledge, be admitted to contain a fair exposition of what is at present known respecting the essential properties of species, by all who have studied the question. And whatever may be his theoretical views, no naturalist will probably be disposed to demur to the following summary of that exposition:

Living beings, whether animals or plants, are divisible into multitudes of distinctly definable kinds, which are morphological species. They are also divisible into groups of individuals, which breed freely together, tending to reproduce their like, and are physiological species. Normally resembling their parents, the offspring of members of these species are still liable to vary; and the variation may be perpetuated by selection, as a race, which race, in many cases, presents all the characteristics of a morphological species. But it is not as yet proved that a race ever exhibits, when crossed with another race of the same species, those phænomena of hybridisation which are exhibited by many species when crossed with other species. On the other hand, not only is it not proved that all species give rise to hybrids infertile *inter se*, but there is much reason to believe that, in crossing, species exhibit every gradation from perfect sterility to perfect fertility.

Such are the most essential characteristics of species. Even were man not one of them—a member of the same system and subject to the same laws—the question of their origin, their causal connection, that is, with the other phænomena of the universe,

must have attracted his attention, as soon as his intelligence had raised itself above the level of his daily wants.

Indeed history relates that such was the case, and has embalmed for us the speculations upon the origin of living beings, which were among the earliest products of the dawning intellectual activity of man. In those early days positive knowledge was not to be had, but the craving after it needed, at all hazards, to be satisfied, and according to the country, or the turn of thought, of the speculator, the suggestion that all living things arose from the mud of the Nile, from a primeval egg, or from some more anthromorphic agency, afforded a sufficient resting-place for his curiosity. The myths of Paganism are as dead as Osiris or Zeus, and the man who should revive them, in opposition to the knowledge of our time, would be justly laughed to scorn; but the coeval imaginations current among the rude inhabitants of Palestine, recorded by writers whose very name and age are admitted by every scholar to be unknown, have unfortunately not yet shared their fate, but, even at this day, are regarded by nine-tenths of the civilised world as the authoritative standard of fact and the criterion of the justice of scientific conclusions, in all that relates to the origin of things, and, among them, of species. In this nineteenth century, as at the dawn of modern physical science, the cosmogony of the semi-barbarous Hebrew is the incubus of the philosopher and the opprobrium of the orthodox. Who shall number the patient and earnest seekers after truth, from the days of Galileo

until now, whose lives have been embittered and their good name blasted by the mistaken zeal of Bibliolaters? Who shall count the host of weaker men whose sense of truth has been destroyed in the effort to harmonise impossibilities—whose life has been wasted in the attempt to force the generous new wine of Science into the old bottles of Judaism, compelled by the outcry of the same strong party?

It is true that if philosophers have suffered, their cause has been amply avenged. Extinguished theologians lie about the cradle of every science as the strangled snakes beside that of Hercules; and history records that whenever science and orthodoxy have been fairly opposed, the latter has been forced to retire from the lists, bleeding and crushed if not annihilated; scotched, if not slain. But orthodoxy is the Bourbon of the world of thought. It learns not, neither can it forget; and though, at present, bewildered and afraid to move, it is as willing as ever to insist that the first chapter of Genesis contains the beginning and the end of sound science; and to visit, with such petty thunderbolts as its half-paralyzed hands can hurl, those who refuse to degrade Nature to the level of primitive Judaism.

Philosophers, on the other hand, have no such aggressive tendencies. With eyes fixed on the noble goal to which "*per aspera et ardua*" they tend, they may, now and then, be stirred to momentary wrath by the unnecessary obstacles with which the ignorant, or the malicious, encumber, if they cannot bar, the difficult path; but why should their souls be deeply vexed? The majesty of Fact is on their side,

and the elemental forces of Nature are working for them. Not a star comes to the meridian at its calculated time but testifies to the justice of their methods—their beliefs are "one with the falling rain and with the growing corn." By doubt they are established, and open inquiry is their bosom friend. Such men have no fear of traditions however venerable, and no respect for them when they become mischievous and obstructive; but they have better than mere antiquarian business in hand, and if dogmas, which ought to be fossil but are not, are not forced upon their notice, they are too happy to treat them as non-existent.

The hypotheses respecting the origin of species which profess to stand upon a scientific basis, and, as such, alone demand serious attention, are of two kinds. The one, the "special creation" hypothesis, presumes every species to have originated from one or more stocks, these not being the result of the modification of any other form of living matter—or arising by natural agencies—but being produced, as such, by a supernatural creative act.

The other, the so-called "transmutation" hypothesis, considers that all existing species are the result of the modification of pre-existing species, and those of their predecessors, by agencies similar to those which at the present day produce varieties and races, and therefore in an altogether natural way; and it is probable, though not a necessary consequence of this hypothesis, that all living beings have arisen from a single stock. With respect to the origin of this primitive stock, or stocks, the doctrine

of the origin of species is obviously not necessarily concerned. The transmutation hypothesis, for example, is perfectly consistent either with the conception of a special creation of the primitive germ, or with the supposition of its having arisen, as a modification of inorganic matter, by natural causes.

The doctrine of special creation owes its existence very largely to the supposed necessity of making science accord with the Hebrew cosmogony; but it is curious to observe that, as the doctrine is at present maintained by men of science, it is as hopelessly inconsistent with the Hebrew view as any other hypothesis.

If there be any result which has come more clearly out of geological investigation than another, it is, that the vast series of extinct animals and plants is not divisible, as it was once supposed to be, into distinct groups, separated by sharply-marked boundaries. There are no great gulfs between epochs and formations—no successive periods marked by the appearance of plants, of water animals, and of land animals, *en masse.* Every year adds to the list of links between what the older geologists supposed to be widely separated epochs: witness the crags linking the drift with older tertiaries; the Maestricht beds linking the tertiaries with the chalk; the St. Cassian beds exhibiting an abundant fauna of mixed mesozoic and palæozoic types, in rocks of an epoch once supposed to be eminently poor in life; witness, lastly, the incessant disputes as to whether a given stratum shall be reckoned devonian or carboniferous, silurian or devonian, cambrian or silurian.

This truth is further illustrated in a most interesting

manner by the impartial and highly competent testimony of M. Pictet, from whose calculations of what percentage of the genera of animals, existing in any formation, lived during the preceding formation, it results that in no case is the proportion less than *one-third*, or 33 per cent. It is the triassic formation, or the commencement of the mesozoic epoch, which has received the smallest inheritance from preceding ages. The other formations not uncommonly exhibit 60, 80, or even 94 per cent. of genera in common with those whose remains are imbedded in their predecessor. Not only is this true, but the subdivisions of each formation exhibit new species characteristic of, and found only in, them; and, in many cases, as in the lias for example, the separate beds of these subdivisions are distinguished by well-marked and peculiar forms of life. A section, a hundred feet thick, will exhibit, at different heights, a dozen species of ammonite, none of which passes beyond its particular zone of limestone, or clay, into the zone below it or into that above it; so that those who adopt the doctrine of special creation must be prepared to admit, that at intervals of time, corresponding with the thickness of these beds, the Creator thought fit to interfere with the natural course of events for the purpose of making a new ammonite. It is not easy to transplant oneself into the frame of mind of those who can accept such a conclusion as this, on any evidence short of absolute demonstration; and it is difficult to see what is to be gained by so doing, since, as we have said, it is obvious that such a view of the origin of living beings is

utterly opposed to the Hebrew cosmogony. Deserving no aid from the powerful arm of Bibliolatry, then, does the received form of the hypothesis of special creation derive any support from science or sound logic? Assuredly not much. The arguments brought forward in its favour all take one form: If species were not supernaturally created, we cannot understand the facts, x, or y, or z; we cannot understand the structure of animals or plants, unless we suppose they were contrived for special ends; we cannot understand the structure of the eye, except by supposing it to have been made to see with; we cannot understand instincts, unless we suppose animals to have been miraculously endowed with them.

As a question of dialectics, it must be admitted that this sort of reasoning is not very formidable to those who are not to be frightened by consequences. It is an *argumentum ad ignorantiam*—take this explanation or be ignorant. But suppose we prefer to admit our ignorance rather than adopt a hypothesis at variance with the teachings of Nature? Or, suppose for a moment we admit the explanation, and then seriously ask ourselves how much the wiser are we; what does the explanation explain? Is it any more than a grandiloquent way of announcing the fact, that we really know nothing about the matter? A phænomenon is explained when it is shown to be a case of some general law of Nature; but the supernatural interposition of the Creator can, by the nature of the case, exemplify no law, and if species have really arisen in this way, it is absurd to attempt to discuss their origin.

Or, lastly, let us ask ourselves whether any amount of evidence which the nature of our faculties permits us to attain, can justify us in asserting that any phænomenon is out of the reach of natural causation. To this end it is obviously necessary that we should know all the consequences to which all possible combinations, continued through unlimited time, can give rise. If we knew these, and found none competent to originate species, we should have good ground for denying their origin by natural causation. Till we know them, any hypothesis is better than one which involves us in such miserable presumption.

But the hypothesis of special creation is not only a mere specious mask for our ignorance; its existence in Biology marks the youth and imperfection of the science. For what is the history of every science but the history of the elimination of the notion of creative, or other interferences, with the natural order of the phænomena which are the subject-matter of that science? When Astronomy was young "the morning stars sang together for joy," and the planets were guided in their courses by celestial hands. Now, the harmony of the stars has resolved itself into gravitation according to the inverse squares of the distances, and the orbits of the planets are deducible from the laws of the forces which allow a schoolboy's stone to break a window. The lightning was the angel of the Lord; but it has pleased Providence, in these modern times, that science should make it the humble messenger of man, and we know that every flash that shimmers about the horizon on a summer's evening is determined by ascertainable conditions, and that

its direction and brightness might, if our knowledge of these were great enough, have been calculated.

The solvency of great mercantile companies rests on the validity of the laws which have been ascertained to govern the seeming irregularity of that human life which the moralist bewails as the most uncertain of things; plague, pestilence, and famine are admitted, by all but fools, to be the natural result of causes for the most part fully within human control, and not the unavoidable tortures inflicted by wrathful Omnipotence upon his helpless handiwork.

Harmonious order governing eternally continuous progress—the web and woof of matter and force interweaving by slow degrees, without a broken thread, that veil which lies between us and the Infinite—that universe which alone we know or can know; such is the picture which science draws of the world, and in proportion as any part of that picture is in unison with the rest, so may we feel sure that it is rightly painted. Shall Biology alone remain out of harmony with her sister sciences?

Such arguments against the hypothesis of the direct creation of species as these are plainly enough deducible from general considerations; but there are, in addition, phænomena exhibited by species themselves, and yet not so much a part of their very essence as to have required earlier mention, which are in the highest degree perplexing, if we adopt the popularly accepted hypothesis. Such are the facts of distribution in space and in time; the singular phænomena brought to light by the study of

development; the structural relations of species upon which our systems of classification are founded; the great doctrines of philosophical anatomy, such as that of homology, or of the community of structural plan exhibited by large groups of species differing very widely in their habits and functions.

The species of animals which inhabit the sea on opposite sides of the isthmus of Panama are wholly distinct;[1] the animals and plants which inhabit islands are commonly distinct from those of the neighboring mainlands, and yet have a similarity of aspect. The mammals of the latest tertiary epoch in the Old and New Worlds belong to the same genera, or family groups, as those which now inhabit the same great geographical area. The crocodilian reptiles which existed in the earliest secondary epoch were similar in general structure to those now living, but exhibit slight differences in their vertebræ, nasal passages, and one or two other points. The guinea-pig has teeth which are shed before it is born, and hence can never subserve the masticatory purpose for which they seem contrived, and, in like manner, the female dugong has tusks which never cut the gum. All the members of the same great group run through similar conditions in their development, and all their parts, in the adult state, are arranged according to the same plan. Man is more like a gorilla than a gorilla is like a lemur. Such are a few, taken at random, among the multitudes of similar facts which modern research has established; but when the stu-

[1] Recent investigations tend to show that this statement is not strictly accurate.—1870.

dent seeks for an explanation of them from the supporters of the received hypothesis of the origin of species, the reply he receives is, in substance, of Oriental simplicity and brevity—"Mashallah! it so pleases God!" There are different species on opposite sides of the isthmus of Panama, because they were created different on the two sides. The pliocene mammals are like the existing ones, because such was the plan of creation; and we find rudimental organs and similarity of plan, because it has pleased the Creator to set before Himself a "divine exemplar or archetype," and to copy it in His works; and somewhat ill, those who hold this view imply, in some of them. That such verbal hocus-pocus should be received as science will one day be regarded as evidence of the low state of intelligence in the nineteenth century, just as we amuse ourselves with the phraseology about Nature's abhorrence of a vacuum, wherewith Torricelli's compatriots were satisfied to explain the rise of water in a pump. And be it recollected that this sort of satisfaction works not only negative but positive ill, by discouraging inquiry, and so depriving man of the usufruct of one of the most fertile fields of his great patrimony, Nature.

The objections to the doctrine of the origin of species by special creation which have been detailed, must have occurred, with more or less force, to the mind of every one who has seriously and independently considered the subject. It is therefore no wonder that, from time to time, this hypothesis should have been met by counter hypotheses, all as well, and some better founded than itself; and it is

curious to remark that the inventors of the opposing views seem to have been led into them as much by their knowledge of geology, as by their acquaintance with biology. In fact, when the mind has once admitted the conception of the gradual production of the present physical state of our globe, by natural causes operating through long ages of time, it will be little disposed to allow that living beings have made their appearance in another way, and the speculations of De Maillet and his successors are the natural complement of Scilla's demonstration of the true nature of fossils.

A contemporary of Newton and of Leibnitz, sharing therefore in the intellectual activity of the remarkable age which witnessed the birth of modern physical science, Benoit de Maillet spent a long life as a consular agent of the French Government in various Mediterranean ports. For sixteen years, in fact, he held the office of Consul-General in Egypt, and the wonderful phænomena offered by the valley of the Nile appear to have strongly impressed his mind, to have directed his attention to all facts of a similar order which came within his observation, and to have led him to speculate on the origin of the present condition of our globe and of its inhabitants. But, with all his ardour for science, De Maillet seems to have hesitated to publish views which, notwithstanding the ingenious attempts to reconcile them with the Hebrew hypothesis contained in the preface to "Telliamed," were hardly likely to be received with favour by his contemporaries.

But a short time had elapsed since more than one of the great anatomists and physicists of the Italian school had paid dearly for their endeavours to dissipate some of the prevalent errors; and their illustrious pupil, Harvey, the founder of modern physiology, had not fared so well, in a country less oppressed by the benumbing influences of theology, as to tempt any man to follow his example. Probably not uninfluenced by these considerations, his Catholic majesty's Consul-General for Egypt kept his theories to himself throughout a long life, for "Telliamed," the only scientific work which is known to have proceeded from his pen, was not printed till 1735, when its author had reached the ripe age of seventy-nine; and though De Maillet lived three years longer, his book was not given to the world before 1748. Even then it was anonymous to those who were not in the secret of the anagrammatic character of its title; and the preface and dedication are so worded as, in case of necessity, to give the printer a fair chance of falling back on the excuse that the work was intended for a mere *jeu d'esprit.*

The speculations of the suppositious Indian sage, though quite as sound as those of many a "Mosaic Geology," which sells exceedingly well, have no great value if we consider them by the light of modern science. The waters are supposed to have originally covered the whole globe; to have deposited the rocky masses which compose its mountains by processes comparable to those which are now forming mud, sand, and shingle; and then to have

gradually lowered their level, leaving the spoils of their animal and vegetable inhabitants embedded in the strata. As the dry land appeared, certain of the aquatic animals are supposed to have taken to it, and to have become gradually adapted to terrestrial and aërial modes of existence. But if we regard the general tenor and style of the reasoning in relation to the state of knowledge of the day, two circumstances appear very well worthy of remark. The first, that De Maillet had a notion of the modifiability of living forms (though without any precise information on the subject), and how such modifiability might account for the origin of species; the second, that he very clearly apprehended the great modern geological doctrine, so strongly insisted upon by Hutton, and so ably and comprehensively expounded by Lyell, that we must look to existing causes for the explanation of past geological events. Indeed, the following passage of the preface, in which De Maillet is supposed to speak of the Indian philosopher Telliamed, his *alter ego* might have been written by the most philosophical uniformitarian of the present day:

"Ce qu'il y a d'étonnant, est que pour arriver à ces connaissances il semble avoir perverti l'ordre naturel, puisqu'au lieu de s'attacher d'abord à rechercher l'origine de notre globe il a commencé par travailler à s'instruire de la nature. Mais à l'entendre, ce renversement de l'ordre a été pour lui l'effet d'un génie favorable qui l'a conduit pas à et comme par la main aux découvertes les plus sublimes. C'est en décomposant la substance de ce globe par une anatomie exacte de toutes ses parties qu'il a premièrement appris de quelles matières il était composé et quels arrangemens ces mêmes matières observaient

entre elles. Ces lumières jointes à l'esprit de comparaison tonjours nécessaire à quiconque entreprend de percer les voiles dont la nature aime à se cacher, ont servi de guide à notre philosophe pour parvenir à des connoissances plus intéressantes. Par la matière et l'arrangement de ces compositions il prétend avoir reconnu quelle est la véritable origine de ce globe que nous habitons, comment et par qui il a été formé." Pp. xix, xx.

But De Maillet was before his age, and as could hardly fail to happen to one who speculated on a zoological and botanical question before Linnæus, and on a physiological problem before Haller, he fell into great errors here and there: and hence, perhaps, the general neglect of his work. Robinet's speculations are rather behind, than in advance of, those of De Maillet; and though Linnæus may have played with the hypothesis of transmutation, it obtained no serious support until Lamarck adopted it, and advocated it with great ability in his "Philosophie Zoologique."

Impelled towards the hypothesis of the transmutation of species, partly by his general cosmological and geological views; partly by the conception of a graduated though irregularly branching, scale of being, which had arisen out of his profound study of plants and of the lower forms of animal life, Lamarck, whose general line of thought often closely resembles that of De Maillet, made a great advance upon the crude and merely speculative manner in which that writer deals with the question of the origin of living beings, by endeavouring to find physical causes competent to effect that change of one species into another, which De Maillet had only supposed to occur. And Lamarck conceived

that he had found in Nature such causes, amply sufficient for the purpose in view. It is a physiological fact, he says, that organs are increased in size by action, atrophied by inaction; it is another physiological fact that modifications produced are transmissible to offspring. Change the actions of an animal, therefore, and you will change its structure, by increasing the development of the parts newly brought into use and by the diminution of those less used; but by altering the circumstances which surround it you will alter its actions, and hence, in the long run, change of circumstances must produce change of organisation. All the species of animals, therefore, are, in Lamarck's view, the result of the indirect action of changes of circumstance, upon those primitive germs which he considered to have originally arisen, by spontaneous generation, within the waters of the globe. It is curious, however, that Lamarck should insist so strongly[1] as he has done, that circumstances never in any degree directly modify the form or the organisation of animals, but only operate by changing their wants and consequently their actions; for he thereby brings upon himself the obvious question, How, then, do plants, which cannot be said to have wants or actions, become modified? To this he replies, that they are modified by the changes in their nutritive processes, which are effected by changing circumstances; and it does not seem to have occurred to him that such changes might be as well supposed to take place among animals.

[1] See *Phil. Zoologique*, vol. i, p. 222, *et seq.*

When we have said that Lamarck felt that mere speculation was not the way to arrive at the origin of species, but that it was necessary, in order to the establishment of any sound theory on the subject, to discover by observation or otherwise, some *vera causa*, competent to give rise to them; that he affirmed the true order of classification to coincide with the order of their development one from another; that he insisted on the necessity of allowing sufficient time, very strongly; and that all the varieties of instinct and reason were traced back by him to the same cause as that which has given rise to species, we have enumerated his chief contributions to the advance of the question. On the other hand, from his ignorance of any power in Nature competent to modify the structure of animals, except the development of parts, or atrophy of them, in consequence of a change of needs, Lamarck was led to attach infinitely greater weight than it deserves to this agency, and the absurdities into which he was led have met with deserved condemnation. Of the struggle for existence, on which, as we shall see, Mr. Darwin lays such great stress, he had no conception; indeed, he doubts whether there really are such things as extinct species, unless they be such large animals as may have met their death at the hands of man; and so little does he dream of there being any other destructive causes at work, that, in discussing the possible existence of fossil shells, he asks, "Pourquoi d'ailleurs seroient-ils perdues dès que l'homme n'a pu opérer leur destruction?" ("Phil. Zool.," vol. i. p. 77.) Of the influence of

selection Lamarck has as little notion, and he makes no use of the wonderful phænomena which are exhibited by domesticated animals, and illustrate its powers. The vast influence of Cuvier was employed against the Lamarckian views, and, as the untenability of some of his conclusions was easily shown, his doctrines sank under the opprobrium of scientific, as well as of theological, heterodoxy. Nor have the efforts made of late years to revive them tended to re-establish their credit in the minds of sound thinkers acquainted with the facts of the case; indeed it may be doubted whether Lamarck has not suffered more from his friends than from his foes.

Two years ago, in fact, though we venture to question if even the strongest supporters of the special hypothesis had not, now and then, an uneasy consciousness that all was not right, their position seemed more impregnable than ever, if not by its own inherent strength, at any rate by the obvious failure of all the attempts which had been made to carry it. On the other hand, however much the few, who thought deeply on the question of species, might be repelled by the generally received dogmas, they saw no way of escaping from them save by the adoption of suppositions so little justified by experiment or by observation as to be at least equally distasteful.

The choice lay between two absurdities and a middle condition of uneasy scepticism; which last, however unpleasant and unsatisfactory, was obviously the only justifiable state of mind under the circumstances.

Such being the general ferment in the minds of naturalists, it is no wonder that they mustered strong in the rooms of the Linnæan Society, on the 1st of July of the year 1858, to hear two papers by authors living on opposite sides of the globe, working out their results independently, and yet professing to have discovered one and the same solution of all the problems connected with species. The one of these authors was an able naturalist, Mr. Wallace, who had been employed for some years in studying the productions of the islands of the Indian Archipelago, and who had forwarded a memoir embodying his views to Mr. Darwin, for communication to the Linnæan Society. On perusing the essay, Mr. Darwin was not a little surprised to find that it embodied some of the leading ideas of a great work which he had been preparing for twenty years, and parts of which, containing a development of the very same views, had been perused by his private friends fifteen or sixteen years before. Perplexed in what manner to do full justice both to his friend and to himself, Mr. Darwin placed the matter in the hands of Dr. Hooker and Sir Charles Lyell, by whose advice he communicated a brief abstract of his own views to the Linnæan Society, at the same time that Mr. Wallace's paper was read. Of that abstract, the work on the "Origin of Species" is an enlargement; but a complete statement of Mr. Darwin's doctrine is looked for in the large and well-illustrated work which he is said to be preparing for publication.

The Darwinian hypothesis has the merit of being

eminently simple and comprehensible in principle, and its essential positions may be stated in a very few words; all species have been produced by the development of varieties from common stocks; by the conversion of these, first into permanent races and then into new species, by the process of *natural selection*, which process is essentially identical with that artificial selection by which man has originated the races of domestic animals—the *struggle for existence* taking the place of man, and exerting, in the case of natural selection, that selective action which he performs in artificial selection.

The evidence brought forward by Mr. Darwin in support of his hypothesis is of three kinds. First, he endeavours to prove that species may be originated by selection; secondly, he attempts to show that natural causes are competent to exert selection; and thirdly, he tries to prove that the most remarkable and apparently anomalous phænomena exhibited by the distribution, development, and mutual relations of species, can be shown to be deducible from the general doctrine of their origin, which he propounds, combined with the known facts of geological change; and that, even if all these phænomena are not at present explicable by it, none are necessarily inconsistent with it.

There cannot be a doubt that the method of inquiry which Mr. Darwin has adopted is not only rigorously in accordance with the canons of scientific logic, but that it is the only adequate method. Critics exclusively trained in classics or in mathematics, who have never determined a scientific fact

in their lives by induction from experiment or observation, prate learnedly about Mr. Darwin's method, which is not inductive enough, not Baconian enough, forsooth, for them. But even if practical acquaintance with the process of scientific investigation is denied them, they may learn, by the perusal of Mr. Mill's admirable chapter "On the Deductive Method," that there are multitudes of scientific inquiries in which the method of pure induction helps the investigator but a very little way.

"The mode of investigation," says Mr. Mill, "which, from the proved inapplicability of direct methods of observation and experiment, remains to us as the main source of the knowledge we possess, or can acquire, respecting the conditions and laws of recurrence of the more complex phænomena, is called, in its most general expression, the deductive method, and consists of three operations: the first, one of direct induction: the second, of ratiocination; and the third, of verification."

Now, the conditions which have determined the existence of species are not only exceedingly complex, but, so far as the great majority of them are concerned, are necessarily beyond our cognisance. But what Mr. Darwin has attempted to do is in exact accordance with the rule laid down by Mr. Mill; he has endeavoured to determine certain great facts inductively, by observation and experiment; he has then reasoned from the data thus furnished; and lastly, he has tested the validity of his ratiocination by comparing his deductions with the observed facts of Nature. Inductively, Mr. Darwin endeavours to prove that species arise in a

given way. Deductively, he desires to show that, if they arise in that way, the facts of distribution, development, classification, &c., may be accounted for, *i. e.* may be deduced from their mode of origin, combined with admitted changes in physical geography and climate, during an indefinite period. And this explanation, or coincidence of observed with deduced facts, is, so far as it extends, a verification of the Darwinian view.

There is no fault to be found with Mr. Darwin's method, then; but it is another question whether he has fulfilled all the conditions imposed by that method. Is it satisfactorily proved, in fact, that species may be originated by selection? that there is such a thing as natural selection? that none of the phænomena exhibited by species are inconsistent with the origin of species in this way? If these questions can be answered in the affirmative, Mr. Darwin's view steps out of the rank of hypotheses into those of proved theories; but, so long as the evidence at present adduced falls short of enforcing that affirmation, so long, to our minds, must the new doctrine be content to remain among the former—an extremely valuable, and in the highest degree probable, doctrine, indeed the only extant hypothesis which is worth anything in a scientific point of view; but still a hypothesis, and not yet the theory of species.

After much consideration, and with assuredly no bias against Mr. Darwin's views, it is our clear conviction that, as the evidence stands, it is not absolutely proven that a group of animals, having

all the characters exhibited by species in Nature, has ever been originated by selection, whether artificial or natural. Groups having the morphological character of species—distinct and permanent races in fact—have been so produced over and over again; but there is no positive evidence, at present, that any group of animals has, by variation and selective breeding, given rise to another group which was, even in the least degree, infertile with the first. Mr. Darwin is perfectly aware of this weak point, and brings forward a multitude of ingenious and important arguments to diminish the force of the objection. We admit the value of these arguments to their fullest extent; nay, we will go so far as to express our belief that experiments, conducted by a skilful physiologist, would very probably obtain the desired production of mutually more or less infertile breeds from a common stock, in a comparatively few years; but still, as the case stands at present, this "little rift within the lute" is not to be disguised nor overlooked.

In the remainder of Mr. Darwin's argument our own private ingenuity has not hitherto enabled us to pick holes of any great importance; and judging by what we hear and read, other adventurers in the same field do not seem to have been much more fortunate. It has been urged, for instance, that in his chapters on the struggle for existence and on natural selection, Mr. Darwin does not so much prove that natural selection does occur, as that it must occur; but, in fact, no other sort of demonstration is attainable. A race does not attract our attention in

Nature until it has, in all probability, existed for a considerable time, and then it is too late to inquire into the conditions of its origin. Again, it is said that there is no real analogy between the selection which takes place under domestication, by human influence, and any operation which can be effected by Nature, for man interferes intelligently. Reduced to its elements, this argument implies that an effect produced with trouble by an intelligent agent must, *à fortiori*, be more troublesome, if not impossible, to an unintelligent agent. Even putting aside the question whether Nature, acting as she does according to definite and invariable laws, can be rightly called an unintelligent agent, such a position as this is wholly untenable. Mix salt and sand, and it shall puzzle the wisest of men, with his mere natural appliances, to separate all the grains of sand from all the grains of salt; but a shower of rain will effect the same object in ten minutes. And so, while man may find it tax all his intelligence to separate any variety which arises, and to breed selectively from it, the destructive agencies incessantly at work in Nature, if they find one variety to be more soluble in circumstances than the other, will inevitably, in the long run, eliminate it.

A frequent and a just objection to the Lamarckian hypothesis of the transmutation of species is based upon the absence of transitional forms between many species. But against the Darwinian hypothesis this argument has no force. Indeed, one of the most valuable and suggestive parts of Mr. Darwin's

work is that in which he proves, that the frequent absence of transitions is a necessary consequence of his doctrine, and that the stock whence two or more species have sprung, need in no respect be intermediate between these species. If any two species have arisen from a common stock in the same way as the carrier and the pouter, say, have arisen from the rock-pigeon, then the common stock of these two species need be no more intermediate between the two than the rock-pigeon is between the carrier and pouter. Clearly appreciate the force of this analogy, and all the arguments against the origin of species by selection, based on the absence of transitional forms, fall to the ground. And Mr. Darwin's position might, we think, have been even stronger than it is if he had not embarrassed himself with the aphorism, "*Natura non facit saltum*," which turns up so often in his pages. We believe, as we have said above, that Nature does make jumps now and then, and a recognition of the fact is of no small importance in disposing of many minor objections to the doctrine of transmutation.

But we must pause. The discussion of Mr. Darwin's arguments in detail would lead us far beyond the limits within which we proposed, at starting, to confine this article. Our object has been attained if we have given an intelligible, however brief, account of the established facts connected with species, and of the relation of the explanation of those facts offered by Mr. Darwin to the theoretical views held by his predecessors and his contemporaries, and, above all, to the requirements of scientific

logic. We have ventured to point out that it does not, as yet, satisfy all those requirements; but we do not hesitate to assert that it is as superior to any preceding or contemporary hypothesis, in the extent of observational and experimental basis on which it rests, in its rigorously scientific method, and in its power of explaining biological phænomena, as was the hypothesis of Copernicus to the speculations of Ptolemy. But the planetary orbits turned out to be not quite circular after all, and, grand as was the service Copernicus rendered to science, Kepler and Newton had to come after him. What if the orbit of Darwinism should be a little too circular? What if species should offer residual phænomena, here and there, not explicable by natural selection? Twenty years hence naturalists may be in a position to say whether this is, or is not, the case; but in either event they will owe the author of "The Origin of Species" an immense debt of gratitude. We should leave a very wrong impression on the reader's mind if we permitted him to suppose that the value of that work depends wholly on the ultimate justification of the theoretical views which it contains. On the contrary, if they were disproved to-morrow, the book would still be the best of its kind—the most compendious statement of well-sifted facts bearing on the doctrine of species that has ever appeared. The chapters on Variation, on the Struggle for Existence, on Instinct, on Hybridism, on the Imperfection of the Geological Record, on Geographical Distribution, have not only no equals, but, so far as our knowledge goes, no com-

petitors, within the range of biological literature. And viewed as a whole, we do not believe that, since the publication of Von Baer's "Researches on Development," thirty years ago, any work has appeared calculated to exert so large an influence, not only on the future of Biology, but in extending the domination of Science over regions of thought into which she has, as yet, hardly penetrated.

ON THE PHYSICAL BASIS OF LIFE[1]

[1868]

In order to make the title of this discourse generally intelligible, I have translated the term "Protoplasm," which is the scientific name of the substance of which I am about to speak, by the words "the physical basis of life." I suppose that, to many, the idea that there is such a thing as a physical basis, or matter, of life may be novel—so widely spread is the conception of life as a something which works through matter, but is independent of it; and even those who are aware that matter and life are inseparably connected, may not be prepared for the conclusion plainly suggested by the phrase, "*the* physical basis or matter of life," that there is some one kind of matter which is common to all living beings, and that their endless diversities are bound together by a physical, as well as an ideal, unity. In fact, when first apprehended, such a doc-

[1] The substance of this paper was contained in a discourse which was delivered in Edinburgh on the evening of Sunday, the 8th of November, 1868—being the first of a series of Sunday evening addresses upon non-theological topics, instituted by the Rev. J. Cranbrook. Some phrases, which could possess only a transitory and local interest, have been omitted; instead of the newspaper report of the Archbishop of York's address, his Grace's subsequently published pamphlet *On the Limits of Philosophical Inquiry* is quoted; and I have, here and there, endeavoured to express my meaning more fully and clearly than I seem to have done in speaking—if I may judge by sundry criticisms upon what I am supposed to have said, which have appeared. But in substance, and, so far as my recollection serves, in form, what is here written corresponds with what was there said.

trine as this appears almost shocking to common sense.

What, truly, can seem to be more obviously different from one another, in faculty, in form, and in substance, than the various kinds of living beings? What community of faculty can there be between the brightly-coloured lichen, which so nearly resembles a mere mineral incrustation of the bare rock on which it grows, and the painter, to whom it is instinct with beauty, or the botanist, whom it feeds with knowledge?

Again, think of the microscopic fungus—a mere infinitesimal ovoid particle, which finds space and duration enough to multiply into countless millions in the body of a living fly; and then of the wealth of foliage, the luxuriance of flower and fruit, which lies between this bald sketch of a plant and the giant pine of California, towering to the dimensions of a cathedral spire, or the Indian fig, which covers acres with its profound shadow, and endures while nations and empires come and go around its vast circumference. Or, turning to the other half of the world of life, picture to yourselves the great Finner whale, hugest of beasts that live, or have lived, disporting his eighty or ninety feet of bone, muscle, and blubber, with easy roll, among waves in which the stoutest ship that ever left dockyard would flounder hopelessly; and contrast him with the invisible animalcules—mere gelatinous specks, multitudes of which, in fact, dance upon the point of a needle with the same ease as the angels of the Schoolmen could, in imagination. With these

images before your minds, you may well ask, what community of form, or structure, is there between the animalcule and the whale; or between the fungus and the fig-tree? And, *à fortiori*, between all four?

Finally, if we regard substance, or material composition, what hidden bond can connect the flower which a girl wears in her hair and the blood which courses through her youthful veins; or, what is there in common between the dense and resisting mass of the oak, or the strong fabric of the tortoise, and those broad disks of glassy jelly which may be seen pulsating through the waters of a calm sea, but which drain away to mere films in the hand which raises them out of their element?

Such objections as these must, I think, arise in the mind of every one who ponders, for the first time, upon the conception of a single physical basis of life underlying all the diversities of vital existence; but I propose to demonstrate to you that, notwithstanding these apparent difficulties, a threefold unity—namely, a unity of power or faculty, a unity of form, and a unity of substantial composition—does pervade the whole living world.

No very abstruse argumentation is needed, in the first place to prove that the powers, or faculties, of all kinds of living matter, diverse as they may be in degree, are substantially similar in kind.

Goethe has condensed a survey of all powers of mankind into the well-known epigram:—

"Warum treibt sich das Volk so und schreit? Es will sich ernähren

Kinder zeugen, und die nähren so gut es vermag.

* * * *

Weiter bringt es kein Mensch, stell' er sich wie er auch will."

In physiological language this means, that all the multifarious and complicated activities of man are comprehensible under three categories. Either they are immediately directed towards the maintenance and development of the body, or they effect transitory changes in the relative positions of parts of the body, or they tend towards the continuance of the species. Even those manifestations of intellect, of feeling, and of will, which we rightly name the higher faculties, are not excluded from this classification, inasmuch as to every one but the subject of them, they are known only as transitory changes in the relative positions of parts of the body. Speech, gesture, and every other form of human action are, in the long run, resolvable into muscular contraction, and muscular contraction is but a transitory change in the relative positions of the parts of a muscle. But the scheme which is large enough to embrace the activities of the highest form of life, covers all those of the lower creatures. The lowest plant, or animalcule, feeds, grows, and reproduces its kind. In addition, all animals manifest those transitory changes of form which we class under irritability and contractility; and, it is more than probable, that when the vegetable world is thoroughly explored, we shall find all plants in possession of the same powers, at one time or other of their existence.

I am not now alluding to such phænomena, at

once rare and conspicuous, as those exhibited by the leaflets of the sensitive plants, or stamens of the barberry, but to much more widely spread, and at the same time, more subtle and hidden, manifestations of vegetable contractility. You are doubtless aware that the common nettle owes its stinging property to the innumerable stiff and needle-like, though exquisitely delicate, hairs which cover its surface. Each stinging-needle tapers from a broad base to a slender summit, which, though rounded at the end, is of such microscopic fineness that it readily penetrates, and breaks off in, the skin. The whole hair consists of a very delicate outer case of wood, closely applied to the inner surface of which is a layer of semi-fluid matter, full of innumerable granules of extreme minuteness. This semi-fluid is protoplasm, which thus constitutes a kind of bag, full of a limpid liquid, and roughly corresponding in form with the interior of the hair which it fills. When viewed with a sufficiently high magnifying power, the protoplasmic layer of the nettle hair is seen to be in a condition of unceasing activity. Local contractions of the whole thickness of its substance pass slowly and gradually from point to point, and give rise to the appearance of progressive waves, just as the bending of successive stalks of corn by a breeze produces the apparent billows of a corn-field.

But, in addition to these movements, and independently of them, the granules are driven, in relatively rapid streams, through channels in the protoplasm which seem to have a considerable amount of persistence. Most commonly, the currents in adjacent

parts of the protoplasm take similar directions; and, thus, there is a general stream up one side of the hair and down the other. But this does not prevent the existence of partial currents which take different routes; and sometimes trains of granules may be seen coursing swiftly in opposite directions within a twenty-thousandth of an inch of one another; while, occasionally, opposite streams come into direct collision, and, after a longer or shorter struggle, one predominates. The cause of these currents seems to lie in contractions of the protoplasm which bounds the channels in which they flow, but which are so minute that the best microscopes show only their effects, and not themselves.

The spectacle afforded by the wonderful energies prisoned within the compass of the microscopic hair of a plant, which we commonly regard as a merely passive organism, is not easily forgotten by one who has watched its display, continued hour after hour, without pause or sign of weakening. The possible complexity of many other organic forms, seemingly as simple as the protoplasm of the nettle, dawns upon one; and the comparison of such a protoplasm to a body with an internal circulation, which has been put forward by an eminent physiologist, loses much of its startling character. Currents similar to those of the hairs of the nettle have been observed in a great multitude of very different plants, and weighty authorities have suggested that they probably occur, in more or less perfection, in all young vegetable cells. If such be the case, the wonderful noonday silence of a tropical

forest is, after all, due only to the dulness of our hearing; and could our ears catch the murmur of these tiny Maelstroms, as they whirl in the innumerable myriads of living cells which constitute each tree, we should be stunned, as with the roar of a great city.

Among the lower plants, it is the rule rather than the exception, that contractility should be still more openly manifested at some periods of their existence. The protoplasm of *Algæ* and *Fungi* becomes, under many circumstances, partially, or completely, freed from its woody case, and exhibits movements of its whole mass, or is propelled by the contractility of one, or more, hair-like prolongations of its body, which are called vibratile cilia. And, so far as the conditions of the manifestation of the phænomena of contractility have yet been studied, they are the same for the plant as for the animal. Heat and electric shocks influence both, and in the same way, though it may be in different degrees. It is by no means my intention to suggest that there is no difference in faculty between the lower plant and the highest, or between plants and animals. But the difference between the powers of the lowest plant, or animal, and those of the highest, is one of degree, not of kind, and depends, as Milne-Edwards long ago so well pointed out, upon the extent to which the principle of the division of labour is carried out in the living economy. In the lowest organism all parts are competent to perform all functions, and one and the same portion of protoplasm may successfully take on the function of feed-

ing, moving, or reproducing apparatus. In the highest, on the contrary, a great number of parts combine to perform each function, each part doing its allotted share of the work with great accuracy and efficiency, but being useless for any other purpose.

On the other hand, notwithstanding all the fundamental resemblances which exist between the powers of the protoplasm in plants and in animals, they present a striking difference (to which I shall advert more at length presently), in the fact that plants can manufacture fresh protoplasm out of mineral compounds, whereas animals are obliged to procure it ready made, and hence, in the long run, depend upon plants. Upon what condition this difference in the powers of the two great divisions of the world of life depends, nothing is at present known.

With such qualifications as arise out of the last-mentioned fact, it may be truly said that the acts of all living things are fundamentally one. Is any such unity predicable of their forms? Let us seek in easily verified facts for a reply to this question. If a drop of blood be drawn by pricking one's finger, and viewed with proper precautions, and under a sufficiently high microscopic power, there will be seen, among the innumerable multitude of little, circular, discoidal bodies, or corpuscles, which float in it and give it its colour, a comparatively small number of colourless corpuscles, of somewhat larger size and very irregular shape. If the drop of blood be kept at the temperature of the body, these colourless corpuscles will be seen to exhibit a marvellous activity, changing their forms with great

rapidity, drawing in and thrusting out prolongations of their substance, and creeping about as if they were independent organisms.

The substance which is thus active is a mass of protoplasm, and its activity differs in detail, rather than in principle, from that of the protoplasm of the nettle. Under sundry circumstances the corpuscle dies and becomes distended into a round mass, in the midst of which is seen a smaller spherical body, which existed, but was more or less hidden, in the living corpuscle, and is called its *nucleus.* Corpuscles of essentially similar structure are to be found in the skin, in the lining of the mouth, and scattered through the whole framework of the body. Nay, more; in the earliest condition of the human organism, in that state in which it has but just become distinguishable from the egg in which it arises, it is nothing but an aggregation of such corpuscles, and every organ of the body was, once, no more than such an aggregation.

Thus a nucleated mass of protoplasm turns out to be what may be termed the structural unit of the human body. As a matter of fact, the body, in its earliest state, is a mere multiple of such units; and in its perfect condition, it is a multiple of such units, variously modified.

But does the formula which expresses the essential structural character of the highest animal cover all the rest, as the statement of its powers and faculties covered that of all others? Very nearly. Beast and fowl, reptile and fish, mollusk, worm, and polype, are all composed of structural units of the same char-

acter, namely, masses of protoplasm with a nucleus. There are sundry very low animals, each of which, structurally, is a mere colourless blood-corpuscle, leading an independent life. But, at the very bottom of the animal scale, even this simplicity becomes simplified, and all the phænomena of life are manifested by a particle of protoplasm without a nucleus. Nor are such organisms insignificant by reason of their want of complexity. It is a fair question whether the protoplasm of these simplest forms of life, which people an immense extent of the bottom of the sea, would not outweigh that of all the higher living beings which inhabit the land put together. And in ancient times, no less than at the present day, such living beings as these have been the greatest of rock builders.

What has been said of the animal world is no less true of plants. Imbedded in the protoplasm at the broad, or attached, end of the nettle hair, there lies a spheroidal nucleus. Careful examination further proves that the whole substance of the nettle is made up of a repetition of such masses of nucleated protoplasm, each contained in a wooden case, which is modified in form, sometimes into a woody fibre, sometimes into a duct or spiral vessel, sometimes into a pollen grain, or an ovule. Traced back to its earliest state, the nettle arises as the man does, in a particle of nucleated protoplasm. And in the lowest plants, as in the lowest animals, a single mass of such protoplasm may constitute the whole plant, or the protoplasm may exist without a nucleus.

Under these circumstances it may well be asked,

how is one mass of non-nucleated protoplasm to be distinguished from another? why call one "plant" and the other "animal"?

The only reply is that, so far as form is concerned, plants and animals are not separable, and that, in many cases, it is a mere matter of convention whether we call a given organism an animal or a plant. There is a living body called *Æthalium septicum*, which appears upon decaying vegetable substances, and, in one of its forms, is common upon the surfaces of tan-pits. In this condition it is, to all intents and purposes, a fungus, and formerly was always regarded as such; but the remarkable investigations of De Bary have shown that, in another condition, the *Æthalium* is an actively locomotive creature, and takes in solid matters, upon which, apparently, it feeds, thus exhibiting the most characteristic feature of animality. Is this a plant; or is it an animal? Is it both; or is it neither? Some decide in favour of the last supposition, and establish an intermediate kingdom, a sort of biological No Man's Land for all these questionable forms. But, as it is admittedly impossible to draw any distinct boundary line between this no man's land and the vegetable world on the one hand, or the animal, on the other, it appears to me that this proceeding merely doubles the difficulty which, before, was single.

Protoplasm, simple or nucleated, is the formal basis of all life. It is the clay of the potter: which, bake it and paint it as he will, remains clay, separated by artifice, and not by nature, from the commonest brick or sun-dried clod.

Thus it becomes clear that all living powers are cognate, and that all living forms are fundamentally of one character. The researches of the chemist have revealed a no less striking uniformity of material composition in living matter.

In perfect strictness, it is true that chemical investigation can tell us little or nothing, directly, of the composition of living matter, inasmuch as such matter must needs die in the act of analysis—and upon this very obvious ground, objections, which I confess seem to me to be somewhat frivolous, have been raised to the drawing of any conclusions whatever respecting the composition of actually living matter, from that of the dead matter of life, which alone is accessible to us. But objectors of this class do not seem to reflect that it is also, in strictness, true that we know nothing about the composition of any body whatever, as it is. The statement that a crystal of calc-spar consists of carbonate of lime, is quite true, if we only mean that, by appropriate processes, it may be resolved into carbonic acid and quicklime. If you pass the same carbonic acid over the very quicklime thus obtained, you will obtain carbonate of lime again; but it will not be calc-spar, nor anything like it. Can it, therefore, be said that chemical analysis teaches nothing about the chemical composition of calc-spar? Such a statement would be absurd; but it is hardly more so than the talk one occasionally hears about the uselessness of applying the results of chemical analysis to the living bodies which have yielded them.

One fact, at any rate, is out of reach of such refine-

ments, and this is, that all the forms of protoplasm which have yet been examined contain the four elements, carbon, hydrogen, oxygen, and nitrogen, in very complex union, and that they behave similarly towards several reagents. To this complex combination, the nature of which has never been determined with exactness, the name of Protein has been applied. And if we use this term with such caution as may properly arise out of our comparative ignorance of the things for which it stands, it may be truly said, that all protoplasm is proteinaceous, or, as the white, or albumen, of an egg is one of the commonest examples of a nearly pure protein matter, we may say that all living matter is more or less albuminoid.

Perhaps it would not yet be safe to say that all forms of protoplasm are affected by the direct action of electric shocks; and yet the number of cases in which the contraction of protoplasm is shown to be affected by this agency increases every day.

Nor can it be affirmed with perfect confidence, that all forms of protoplasm are liable to undergo that peculiar coagulation at a temperature of 40°-50° centigrade, which has been called "heat-stiffening," though Kühne's beautiful researches have proved this occurrence to take place in so many and such diverse living beings, that it is hardly rash to expect that the law holds good for all.

Enough has, perhaps, been said to prove the existence of a general uniformity in the character of the protoplasm, or physical basis, of life, in whatever group of living beings it may be studied. But it

will be understood that this general uniformity by no means excludes any amount of special modifications of the fundamental substance. The mineral, carbonate of lime, assumes an immense diversity of characters, though no one doubts that, under all these Protean changes, it is one and the same thing.

And now, what is the ultimate fate, and what the origin, of the matter of life?

Is it, as some of the older naturalists supposed, diffused throughout the universe in molecules, which are indestructible and unchangeable in themselves; but, in endless transmigration unite in innumerable permutations, into the diversified forms of life we know? Or, is the matter of life composed of ordinary matter, differing from it only in the manner in which its atoms are aggregated? Is it built up of ordinary matter, and again resolved into ordinary matter when its work is done?

Modern science does not hesitate a moment between these alternatives. Physiology writes over the portals of life—

"Debemur morti nos nostraque,"

with a profounder meaning than the Roman poet attached to that melancholy line. Under whatever disguise it takes refuge, whether fungus or oak, worm or man, the living protoplasm not only ultimately dies and is resolved into its mineral and lifeless constituents, but is always dying, and, strange as the paradox may sound, could not live unless it died.

In the wonderful story of the *Peau de Chagrin*, the hero becomes possessed of a magical wild ass'

skin, which yields him the means of gratifying all his wishes. But its surface represents the duration of the proprietor's life; and for every satisfied desire the skin shrinks in proportion to the intensity of fruition, until at length life and the last handbreath of the *peau de chagrin*, disappear with the gratification of a last wish.

Balzac's studies had led him over a wide range of thought and speculation, and his shadowing forth of physiological truth in this strange story may have been intentional. At any rate, the matter of life is a veritable *peau de chagrin*, and for every vital act it is somewhat the smaller. All work implies waste, and the work of life results, directly or indirectly, in the waste of protoplasm.

Every word uttered by a speaker costs him some physical loss; and, in the strictest sense, he burns that others may have light—so much eloquence, so much of his body resolved into carbonic acid, water, and urea. It is clear that this process of expenditure cannot go on forever. But, happily, the protoplasmic *peau de chagrin* differs from Balzac's in its capacity of being repaired, and brought back to its full size, after every exertion.

For example, this present lecture, whatever its intellectual worth to you, has a certain physical value to me, which is, conceivably, expressible by the number of grains of protoplasm and other bodily substance wasted in maintaining my vital processes during its delivery. My *peau de chagrin* will be distinctly smaller at the end of the discourse than it was at the beginning. By and by, I shall probably

have recourse to the substance commonly called mutton, for the purpose of stretching it back to its original size. Now this mutton was once the living protoplasm, more or less modified, of another animal —a sheep. As I shall eat it, it is the same matter altered, not only by death, but by exposure to sundry artificial operations in the process of cooking.

But these changes, whatever be their extent, have not rendered it incompetent to resume its old functions as matter of life. A singular inward laboratory, which I possess, will dissolve a certain portion of the modified protoplasm; the solution so formed will pass into my veins; and the subtle influences to which it will then be subjected will convert the dead protoplasm into living protoplasm, and transubstantiate sheep into man.

Nor is this all. If digestion were a thing to be trifled with, I might sup upon lobster, and the matter of life of the crustacean would undergo the same wonderful metamorphosis into humanity. And were I to return to my own place by sea, and undergo shipwreck, the crustacean might, and probably would, return the compliment, and demonstrate our common nature by turning my protoplasm into living lobster. Or, if nothing better were to be had, I might supply my wants with mere bread, and I should find the protoplasm of the wheat-plant to be convertible into man with no more trouble than that of the sheep, and with far less, I fancy, than that of the lobster.

Hence it appears to be a matter of no great moment what animal, or what plant, I lay under contribution for protoplasm, and the fact speaks volumes

for the general identity of that substance in all living beings. I share this catholicity of assimilation with other animals, all of which, so far as we know, could thrive equally well on the protoplasm of any of their fellows, or of any plant; but here the assimilative powers of the animal world cease. A solution of smelling-salts in water, with an infinitesimal proportion of some other saline matters, contains all the elementary bodies which enter into the composition of protoplasm; but, as I need hardly say, a hogshead of that fluid would not keep a hungry man from starving, nor would it save any animal whatever from a like fate. An animal cannot make protoplasm, but must take it ready-made from some other animal, or some plant—the animal's highest feat of constructive chemistry being to convert dead protoplasm into that living matter of life which is appropriate to itself.

Therefore, in seeking for the origin of protoplasm, we must eventually turn to the vegetable world. A fluid containing carbonic acid, water, and nitrogenous salts, which offers such a Barmecide feast to the animal, is a table richly spread to multitudes of plants; and, with a due supply of only such materials, many a plant will not only maintain itself in vigour, but grow and multiply until it has increased a million-fold, or a million million-fold, the quantity of protoplasm which it originally possessed; in this way building up the matter of life, to an indefinite extent, from the common matter of the universe.

Thus, the animal can only raise the complex substance of dead protoplasm to the higher power,

as one may say, of living protoplasm; while the plant can raise the less complex substances—carbonic acid, water, and nitrogenous salts—to the same stage of living protoplasm, if not to the same level. But the plant also has its limitations. Some of the fungi, for example, appear to need higher compounds to start with; and no known plant can live upon the uncompounded elements of protoplasm. A plant supplied with pure carbon, hydrogen, oxygen, and nitrogen, phosphorus, sulphur, and the like, would as infallibly die as the animal in his bath of smelling-salts, though it would be surrounded by all the constituents of protoplasm. Nor, indeed, need the process of simplification of vegetable food be carried so far as this, in order to arrive at the limit of the plant's thaumaturgy. Let water, carbonic acid, and all the other needful constituents be supplied except nitrogenous salts, and an ordinary plant will still be unable to manufacture protoplasm.

Thus the matter of life, so far as we know it (and we have no right to speculate on any other), breaks up, in consequence of that continual death which is the condition of its manifesting vitality, into carbonic acid, water, and nitrogenous compounds, which certainly possess no properties but those of ordinary matter. And out of these same forms of ordinary matter, and from none which are simpler, the vegetable world builds up all the protoplasm which keeps the animal world a-going. Plants are the accumulators of the power which animals distribute and disperse.

But it will be observed, that the existence of the

matter of life depends on the pre-existence of certain compounds; namely, carbonic acid, water, and certain nitrogenous bodies. Withdraw any one of these three from the world, and all vital phænomena come to an end. They are as necessary to the protoplasm of the plant, as the protoplasm of the plant is to that of the animal. Carbon, hydrogen, oxygen, and nitrogen are all lifeless bodies. Of these, carbon and oxygen unite in certain proportions and under certain conditions, to give rise to carbonic acid; hydrogen and oxygen produce water; nitrogen and other elements give rise to nitrogenous salts. These new compounds, like the elementary bodies of which they are composed, are lifeless. But when they are brought together, under certain conditions, they give rise to the still more complex body, protoplasm, and this protoplasm exhibits the phænomena of life.

I see no break in this series of steps in molecular complication, and I am unable to understand why the language which is applicable to any one term of the series may not be used to any of the others. We think fit to call different kinds of matter carbon, oxygen, hydrogen, and nitrogen, and to speak of the various powers and activities of these substances as the properties of the matter of which they are composed.

When hydrogen and oxygen are mixed in a certain proportion, and an electric spark is passed through them, they disappear, and a quantity of water, equal in weight to the sum of their weights, appears in their place. There is not the slightest parity between the passive and active powers of the water

and those of the oxygen and hydrogen which have given rise to it. At 32° Fahrenheit, and far below that temperature, oxygen and hydrogen are elastic gaseous bodies, whose particles tend to rush away from one another with great force. Water, at the same temperature, is a strong though brittle solid, whose particles tend to cohere into definite geometrical shapes, and sometimes build up frosty imitations of the most complex forms of vegetable foliage.

Nevertheless we call these, and many other strange phænomena, the properties of the water, and we do not hesitate to believe that, in some way or another, they result from the properties of the component elements of the water. We do not assume that a something called "aquosity" entered into and took possession of the oxidated hydrogen as soon as it was formed, and then guided the aqueous particles to their places in the facets of the crystal, or amongst the leaflets of the hoar-frost. On the contrary, we live in the hope and in the faith that, by the advance of molecular physics, we shall by and by be able to see our way as clearly from the constituents of water to the properties of water, as we are now able to deduce the operations of a watch from the form of its parts and the manner in which they are put together.

Is the case in any way changed when carbonic acid, water, and nitrogenous salts disappear, and in their place, under the influence of pre-existing living protoplasm, an equivalent weight of the matter of life makes its appearance?

It is true that there is no sort of parity between

the properties of the components and the properties of the resultant, but neither was there in the case of the water. It is also true that what I have spoken of as the influence of pre-existing living matter is something quite unintelligible; but does anybody quite comprehend the *modus operandi* of an electric spark, which traverses a mixture of oxygen and hydrogen?

What justification is there, then, for the assumption of the existence in the living matter of a something which has no representative, or correlative, in the not living matter which gave rise to it? What better philosophical status has "vitality" than "aquosity"? And why should "vitality" hope for a better fate than the other "itys" which have disappeared since Martinus Scriblerus accounted for the operation of the meat-jack by its inherent "meat-roasting quality," and scorned the "materialism" of those who explained the turning of the spit by a certain mechanism worked by the draught of the chimney.

If scientific language is to possess a definite and constant signification whenever it is employed, it seems to me that we are logically bound to apply to the protoplasm, or physical basis of life, the same conceptions as those which are held to be legitimate elsewhere. If the phænomena exhibited by water are its properties, so are those presented by protoplasm, living or dead, its properties.

If the properties of water may be properly said to result from the nature and disposition of its component molecules, I can find no intelligible ground

for refusing to say that the properties of protoplasm result from the nature and disposition of its molecules.

But I bid you beware that, in accepting these conclusions, you are placing your feet on the first rung of a ladder which, in most people's estimation, is the reverse of Jacob's, and leads to the antipodes of heaven. It may seem a small thing to admit that the dull vital actions of a fungus, or a foraminifer, are the properties of their protoplasm, and are the direct results of the nature of the matter of which they are composed. But if, as I have endeavoured to prove to you, their protoplasm is essentially identical with, and most readily converted into, that of any animal, I can discover no logical halting-place between the admission that such is the case, and the further concession that all vital action may, with equal propriety, be said to be the result of the molecular forces of the protoplasm which displays it. And if so, it must be true, in the same sense and to the same extent, that the thoughts to which I am now giving utterance, and your thoughts regarding them, are the expression of molecular changes in that matter of life which is the source of our other vital phænomena.

Past experience leads me to be tolerably certain that, when the propositions I have just placed before you are accessible to public comment and criticism, they will be condemned by many zealous persons, and perhaps by some few of the wise and thoughtful. I should not wonder if "gross and brutal materialism" were the mildest phrase applied to them in certain quarters. And, most undoubtedly, the terms

of the propositions are distinctly materialistic. Nevertheless two things are certain; the one, that I hold the statements to be substantially true; the other, that I, individually, am no materialist, but, on the contrary, believe materialism to involve grave philosophical error.

This union of materialistic terminology with the repudiation of materialistic philosophy I share with some of the most thoughtful men with whom I am acquainted. And, when I first undertook to deliver the present discourse, it appeared to me to be a fitting opportunity to explain how such a union is not only consistent with, but necessitated by, sound logic. I purposed to lead you through the territory of vital phænomena to the materialistic slough in which you find yourselves now plunged, and then to point out to you the sole path by which, in my judgment, extrication is possible.

. . . .

Let us suppose that knowledge is absolute, and not relative, and therefore, that our conception of matter represents that which it really is. Let us suppose, further, that we do know more of cause and effect than a certain definite order of succession among facts, and that we have a knowledge of the necessity of that succession—and hence, of necessary laws—and I, for my part, do not see what escape there is from utter materialism and necessarianism. For it is obvious that our knowledge of what we call the material world is, to begin with, at least as certain and definite as that of the spiritual world, and that our acquaintance with law is of as old a date as our

knowledge of spontaneity. Further, I take it to be demonstrable that it is utterly impossible to prove that anything whatever may not be the effect of a material and necessary cause, and that human logic is equally incompetent to prove that any act is really spontaneous. A really spontaneous act is one which, by the assumption, has no cause; and the attempt to prove such a negative as this is, on the face of the matter, absurd. And while it is thus a philosophical impossibility to demonstrate that any given phænomenon is not the effect of a material cause, any one who is acquainted with the history of science will admit, that its progress has, in all ages, meant, and now, more than ever, means, the extension of the province of what we call matter and causation, and the concomitant gradual banishment from all regions of human thought of what we call spirit and spontaneity.

I have endeavoured, in the first part of this discourse, to give you a conception of the direction towards which modern physiology is tending; and I ask you, what is the difference between the conception of life as the product of a certain disposition of material molecules, and the old notion of an Archæus governing and directing blind matter within each living body, except this—that here, as elsewhere, matter and law have devoured spirit and spontaneity? And as surely as every future grows out of past and present, so will the physiology of the future gradually extend the realm of matter and law until it is co-extensive with knowledge, with feeling, and with action.

The consciousness of this great truth weighs like a nightmare, I believe, upon many of the best minds of these days. They watch what they conceive to be the progress of materialism, in such fear and powerless anger as a savage feels, when, during an eclipse, the great shadow creeps over the face of the sun. The advancing tide of matter threatens to drown their souls; the tightening grasp of law impedes their freedom; they are alarmed lest man's moral nature be debased by the increase of his wisdom.

If the "New Philosophy" be worthy of the reprobation with which it is visited, I confess their fears seem to me to be well founded. While, on the contrary, could David Hume be consulted, I think he would smile at their perplexities, and chide them for doing even as the heathen, and falling down in terror before the hideous idols their own hands have raised.

For, after all, what do we know of this terrible "matter," except as a name for the unknown and hypothetical cause of states of our own consciousness? And what do we know of that "spirit" over whose threatened extinction by matter a great lamentation is arising, like that which was heard at the death of Pan, except that it is also a name for an unknown and hypothetical cause, or condition, of states of consciousness? In other words, matter and spirit are but names for the imaginary substrata of groups of natural phænomena.

And what is the dire necessity and "iron" law under which men groan? Truly, most gratuitously invented bugbears. I suppose if there be an "iron"

law, it is that of gravitation; and if there be a physical necessity, it is that a stone, unsupported, must fall to the ground. But what is all we really know, and can know, about the latter phænomena? Simply, that, in all human experience, stones have fallen to the ground under these conditions; that we have not the smallest reason for believing that any stone so circumstanced will not fall to the ground; and that we have, on the contrary, every reason to believe that it will so fall. It is very convenient to indicate that all the conditions of belief have been fulfilled in this case, by calling the statement that unsupported stones will fall to the ground, "a law of Nature." But when, as commonly happens, we change *will* into *must*, we introduce an idea of necessity which most assuredly does not lie in the observed facts, and has no warranty that I can discover elsewhere. For my part, I utterly repudiate and anathematise the intruder. Fact I know; and Law I know; but what is this Necessity, save an empty shadow of my own mind's throwing?

But, if it is certain that we can have no knowledge of the nature of either matter or spirit, and that the notion of necessity is something illegitimately thrust into the perfectly legitimate conception of law, the materialistic position that there is nothing in the world but matter, force, and necessity, is as utterly devoid of justification as the most baseless of theological dogmas. The fundamental doctrines of materialism, like those of spiritualism, and most other "isms," lie outside "the limits of philosophical inquiry," and David Hume's great service to humanity

is his irrefragable demonstration of what these limits are. Hume called himself a sceptic, and therefore others cannot be blamed if they apply the same title to him; but that does not alter the fact that the name, with its existing implications, does him gross injustice.

If a man asks me what the politics of the inhabitants of the moon are, and I reply that I do not know; that neither I, nor any one else, has any means of knowing; and that, under these circumstances, I decline to trouble myself about the subject at all, I do not think he has any right to call me a sceptic. On the contrary, in replying thus, I conceive that I am simply honest and truthful, and show a proper regard for the economy of time. So Hume's strong and subtle intellect takes up a great many problems about which we are naturally curious, and shows us that they are essentially questions of lunar politics, in their essence incapable of being answered, and therefore not worth the attention of men who have work to do in the world. And he thus ends one of his essays:—

"If we take in hand any volume of Divinity, or school metaphysics, for instance, let us ask, *Does it contain any abstract reasoning concerning quantity or number?* No. *Does it contain any experimental reasoning concerning matter of fact and existence?* No. Commit it then to the flames; for it can contain nothing but sophistry and illusion."[1]

Permit me to enforce this most wise advice. Why trouble ourselves about matters of which, however

[1] Hume's Essay "Of the Academical or Sceptical Philosophy," in the *Inquiry concerning the Human*] *Understanding*.—[Many critics of this passage seem to forget that the subject-matter of Ethics and Æsthetics consists of matters of fact and existence.—1892].

important they may be, we do know nothing, and can know nothing? We live in a world which is full of misery and ignorance, and the plain duty of each and all of us is to try to make the little corner he can influence somewhat less miserable and somewhat less ignorant than it was before he entered it. To do this effectually it is necessary to be fully possessed of only two beliefs: the first, that the order of Nature is ascertainable by our faculties to an extent which is practically unlimited; the second, that our volition[1] counts for something as a condition of the course of events.

Each of these beliefs can be verified experimentally, as often as we like to try. Each, therefore, stands upon the strongest foundation upon which any belief can rest, and forms one of our highest truths. If we find that the ascertainment of the order of nature is facilitated by using one terminology, or one set of symbols, rather than another, it is our clear duty to use the former; and no harm can accrue, so long as we bear in mind, that we are dealing merely with terms and symbols.

In itself it is of little moment whether we express the phænomena of matter in terms of spirit; or the phænomena of spirit in terms of matter: matter may be regarded as a form of thought, thought may be regarded as a property of matter—each statement has a certain relative truth. But with a view to the progress of science, the materialistic terminology is in every way to be preferred. For it connects thought

[1] Or, to speak more accurately, the physical state of which volition is the expression.—[1892].

with the other phænomena of the universe, and suggests inquiry into the nature of those physical conditions, or concomitants of thought, which are more or less accessible to us, and a knowledge of which may, in future, help us to exercise the same kind of control over the world of thought, as we already possess in respect of the material world; whereas, the alternative, or spiritualistic, terminology is utterly barren, and leads to nothing but obscurity and confusion of ideas.

Thus there can be little doubt, that the further science advances, the more extensively and consistently will all the phænomena of Nature be represented by materialistic formulæ and symbols.

But the man of science, who, forgetting the limits of philosophical inquiry, slides from these formulæ and symbols into what is commonly understood by materialism, seems to me to place himself on a level with the mathematician, who should mistake the x's and y's with which he works his problems, for real entities—and with this further disadvantage, as compared with the mathematician, that the blunders of the latter are of no practical consequence, while the errors of systematic materialism may paralyse the energies and destroy the beauty of a life.

ON THE METHOD OF ZADIG

[1880]

RETROSPECTIVE PROPHECY AS A FUNCTION OF SCIENCE

"Une marque plus sûre que toutes celles de Zadig."—CUVIER.[1]

IT is an usual and a commendable practice to preface the discussion of the views of a philosophic thinker by some account of the man and of the circumstances which shaped his life and coloured his way of looking at things; but, though Zadig is cited in one of the most important chapters of Cuvier's greatest work, little is known about him, and that little might perhaps be better authenticated than it is.

It is said that he lived at Babylon in the time of King Moabdar; but the name of Moabdar does not appear in the list of Babylonian sovereigns brought to light by the patience and the industry of the decipherers of cuneiform inscriptions in these later years; nor indeed am I aware that there is any other authority for his existence than that of the biographer of Zadig, one Arouet de Voltaire, among whose more conspicuous merits strict historical accuracy is perhaps hardly to be reckoned.

[1] "Discours sur les révolutions de la surface du globe." *Recherches sur les Ossemens Fossiles*, Ed. iv. t. i. p. 185.

Happily Zadig is in the position of a great many other philosophers. What he was like when he was in the flesh, indeed whether he existed at all, are matters of no great consequence. What we care about in a light is that it shows the way, not whether it is lamp or candle, tallow or wax. Our only real interest in Zadig lies in the conceptions of which he is the putative father; and his biographer has stated these with so much clearness and vivacious illustration, that we need hardly feel a pang, even if critical research should prove King Moabdar and all the rest of the story to be unhistorical, and reduce Zadig himself to the shadowy condition of a solar myth.

Voltaire tells us that, disenchanted with life by sundry domestic misadventures, Zadig withdrew from the turmoil of Babylon to a secluded retreat on the banks of the Euphrates, where he beguiled his solitude by the study of nature. The manifold wonders of the world of life had a particular attraction for the lonely student; incessant and patient observation of the plants and animals about him sharpened his naturally good powers of observation and of reasoning; until, at length, he acquired a sagacity which enabled him to perceive endless minute differences among objects which, to the untutored eye, appeared absolutely alike.

It might have been expected that this enlargement of the powers of the mind and of its store of natural knowledge could tend to nothing but the increase of a man's own welfare and the good of his fellow-men. But Zadig was fated to experience the vanity of such expectations.

"One day, walking near a little wood, he saw, hastening that way, one of the Queen's chief eunuchs, followed by a troop of officials, who appeared to be in the greatest anxiety, running hither and thither like men distraught, in search of some lost treasure.

"'Young man,' cried the eunuch, 'have you seen the Queen's dog?' Zadig answered modestly, 'A bitch, I think, not a dog.' 'Quite right,' replied the eunuch; and Zadig continued, 'A very small spaniel who has lately had puppies; she limps with the left foreleg, and has very long ears.' 'Ah! you have seen her then,' said the breathless eunuch. 'No,' answered Zadig, 'I have not seen her; and I really was not aware that the Queen possessed a spaniel.'

"By an odd coincidence, at the very same time, the handsomest horse in the King's stables broke away from his groom in the Babylonian plain. The grand huntsman and all his staff were seeking the horse with as much anxiety as the eunuch and his people the spaniel; and the grand huntsman asked Zadig if he had not seen the King's horse go that way.

"'A first-rate galloper, small-hoofed, five feet high; tail three feet and a half long; cheek pieces of the bit of twenty-three carat gold; shoes silver?' said Zadig.

"'Which way did he go? Where is he?' cried the grand huntsman.

"'I have not seen anything of the horse, and I never heard of him before,' replied Zadig.

"The grand huntsman and the chief eunuch made sure that Zadig had stolen both the King's horse and the Queen's spaniel, so they haled him before the High Court of Desterham, which at once condemned him to the knout, and transportation for life to Siberia. But the sentence was hardly pronounced when the lost horse and spaniel were found. So the judges were under the painful necessity of reconsidering their decision: but they fined Zadig four hundred ounces of gold for saying he had seen that which he had not seen.

"The first thing was to pay the fine; afterwards Zadig was permitted to open his defence to the court, which he did in the following terms:

"'Stars of justice, abysses of knowledge, mirrors of truth, whose gravity is as that of lead, whose inflexibility is as that of iron, who rival the diamond in clearness, and possess no little affinity with gold; since I am permitted to address your august assembly, I swear by Ormuzd that I have never seen the respectable lady dog of the Queen, nor beheld the sacrosanct horse of the King of Kings.

"'This is what happened. I was taking a walk towards the little wood near which I subsequently had the honour to meet the venerable chief eunuch and the most illustrious grand huntsman. I noticed the track of an animal in the sand, and it was easy to see that it was that of a small dog. Long faint streaks upon the little elevations of sand between the footmarks convinced me that it was a she dog with pendent dugs, showing that she must have had puppies not many days since. Other scrapings of the sand, which always lay close to the marks of the forepaws, indicated that she had very long ears; and, as the imprint of one foot was always fainter than those of the other three, I judged that the lady dog of our august Queen was, if I may venture to say so, a little lame.

"'With respect to the horse of the King of Kings, permit me to observe that, wandering through the paths which traverse the wood, I noticed the marks of horse-shoes. They were all equidistant. "Ah!" said I, "this is a famous galloper." In a narrow alley, only seven feet wide, the dust upon the trunks of the trees was a little disturbed at three feet and a half from the middle of the path. "This horse," said I to myself, "had a tail three feet and a half long, and, lashing it from one side to the other, he has swept away the dust." Branches of the trees met overhead at the height of five feet, and under them I saw newly fallen leaves; so I knew that the horse had brushed some of the branches, and was therefore five feet high. As to his bit, it must have been made of twenty-three carat gold, for he had rubbed it against a stone, which turned out to be a touchstone, with the properties of which I am familiar by experiment. Lastly, by the marks which his shoes left upon pebbles of another kind, I was led to think that his shoes were of fine silver.'

"All the judges admired Zadig's profound and subtle discern-

ment; and the fame of it reached even the King and the Queen. From the ante-rooms to the presence-chamber, Zadig's name was in everybody's mouth; and, although many of the magi were of opinion that he ought to be burnt as a sorcerer, the King commanded that the four hundred ounces of gold which he had been fined should be restored to him. So the officers of the court went in state with the four hundred ounces; only they retained three hundred and ninety-eight for legal expenses, and their servants expected fees."

Those who are interested in learning more of the fateful history of Zadig must turn to the original; we are dealing with him only as a philosopher, and this brief excerpt suffices for the exemplification of the nature of his conclusions and of the methods by which he arrived at them.

These conclusions may be said to be of the nature of retrospective prophecies; though it is perhaps a little hazardous to employ phraseology which perilously suggests a contradiction in terms—the word "prophecy" being so constantly, in ordinary use, restricted to "foretelling." Strictly, however, the term prophecy applies as much to outspeaking as to foretelling; and, even in the restricted sense of "divination," it is obvious that the essence of the prophetic operation does not lie in its backward or forward relation to the course of time, but in the fact that it is the apprehension of that which lies out of the sphere of immediate knowledge; the seeing of that which, to the natural sense of the seer, is invisible.

The foreteller asserts that, at some future time, a properly situated observer will witness certain events; the clairvoyant declares that, at this present time, certain things are to be witnessed a thousand miles

away; the retrospective prophet (would that there were such a word as "backteller!") affirms that, so many hours or years ago, such and such things were to be seen. In all these cases, it is only the relation to time which alters—the process of divination beyond the limits of possible direct knowledge remains the same.

No doubt it was their instinctive recognition of the analogy between Zadig's results and those obtained by authorised inspiration which inspired the Babylonian magi with the desire to burn the philosopher. Zadig admitted that he had never either seen or heard of the horse of the king or of the spaniel of the queen; and yet he ventured to assert in the most positive manner that animals answering to their description did actually exist and ran about the plains of Babylon. If his method was good for the divination of the course of events ten hours old, why should it not be good for those of ten years or ten centuries past; nay, might it not extend ten thousand years and justify the impious in meddling with the traditions of Oannes and the fish, and all the sacred foundations of Babylonian cosmogony?

But this was not the worst. There was another consideration which obviously dictated to the more thoughtful of the magi the propriety of burning Zadig out of hand. His defence was worse than his offence. It showed that his mode of divination was fraught with danger to magianism in general. Swollen with the pride of human reason, he had ignored the established canons of magian lore; and, trusting to what after all was mere carnal common

sense, he professed to lead men to a deeper insight into nature than magian wisdom, with all its lofty antagonism to everything common, had ever reached. What, in fact, lay at the foundation of all Zadig's argument but the coarse commonplace assumption, upon which every act of our daily lives is based, that we may conclude from an effect to the preexistence of a cause competent to produce that effect?

The tracks were exactly like those which dogs and horses leave; therefore they were the effects of such animals as causes. The marks at the sides of the fore-prints of the dog track were exactly such as would be produced by long trailing ears; therefore the dog's long ears were the causes of these marks—and so on. Nothing can be more hopelessly vulgar, more unlike the majestic development of a system of grandly unintelligible conclusions from sublimely inconceivable premisses such as delights the magian heart. In fact, Zadig's method was nothing but the method of all mankind. Retrospective prophecies, far more astonishing for their minute accuracy than those of Zadig, are familiar to those who have watched the daily life of nomadic people.

From freshly broken twigs, crushed leaves, disturbed pebbles, and imprints hardly discernible by the untrained eye, such graduates in the University of Nature will divine, not only the fact that a party has passed that way, but its strength, its composition, the course it took, and the number of hours or days which have elapsed since it passed. But they are able to do this because, like Zadig, they perceive endless

minute differences where untrained eyes discern nothing; and because the unconscious logic of common sense compels them to account for these effects by the causes which they know to be competent to produce them.

And such mere methodised savagery was to discover the hidden things of nature better than *a priori* deductions from the nature of Ormuzd—perhaps to give a history of the past, in which Oannes would be altogether ignored! Decidedly it were better to burn this man at once.

If instinct, or an unwonted use of reason, led Moabdar's magi to this conclusion two or three thousand years ago, all that can be said is that subsequent history has fully justified them. For the rigorous application of Zadig's logic to the results of accurate and long-continued observation has founded all those sciences which have been termed historical or palætiological, because they are retrospectively prophetic and strive towards the reconstruction in human imagination of events which have vanished and ceased to be.

History, in the ordinary acceptation of the word, is based upon the interpretation of documentary evidence; and documents would have no evidential value unless historians were justified in their assumption that they have come into existence by the operation of causes similar to those of which documents are, in our present experience, the effects. If a written history can be produced otherwise than by human agency, or if the man who wrote a given document was actuated by other than ordinary

human motives, such documents are of no more evidential value than so many arabesques.

Archæology, which takes up the thread of history beyond the point at which documentary evidence fails us, could have no existence, except for our well grounded confidence that monuments and works of art or artifice, have never been produced by causes different in kind from those to which they now owe their origin. And geology, which traces back the course of history beyond the limits of archæology, could tell us nothing except for the assumption that, millions of years ago, water, heat, gravitation, friction, animal and vegetable life, caused effects of the same kind as they now cause. Nay, even physical astronomy, in so far as it takes us back to the uttermost point of time which palætiological science can reach, is founded upon the same assumption. If the law of gravitation ever failed to be true, even to a small extent, for that period, the calculations of the astronomer have no application.

The power of prediction, of prospective prophecy, is that which is commonly regarded as the great prerogative of physical science. And truly it is a wonderful fact that one can go into a shop and buy for a small price a book, the "Nautical Almanac," which will foretell the exact position to be occupied by one of Jupiter's moons six months hence; nay, more, that, if it were worth while, the Astronomer-Royal could furnish us with as infallible a prediction applicable to 1980 or 2980.

But astronomy is not less remarkable for its power of retrospective prophecy.

Thales, oldest of Greek philosophers, the dates of whose birth and death are uncertain, but who flourished about 600 B. C., is said to have foretold an eclipse of the sun which took place in his time during a battle between the Medes and the Lydians. Sir George Airy has written a very learned and interesting memoir[1] in which he proves that such an eclipse was visible in Lydia on the afternoon of the 28th of May in the year 585 B.C.

No one doubts that, on the day and at the hour mentioned by the Astronomer-Royal, the people of Lydia saw the face of the sun totally obscured. But, though we implicitly believe this retrospective prophecy, it is incapable of verification. In the total absence of historical records, it is impossible even to conceive any means of ascertaining directly whether the eclipse of Thales happened or not. All that can be said is, that the prospective prophecies of the astronomer are always verified; and that, inasmuch as his retrospective prophecies are the result of following backwards, the very same method as that which invariably leads to verified results, when it is worked forwards, there is as much reason for placing full confidence in the one as in the other. Retrospective prophecy is therefore a legitimate function of astronomical science; and if it is legitimate for one science it is legitimate for all; the fundamental axiom on which it rests, the constancy of the order of nature, being the common foundation of all scientific thought. Indeed, if there can be grades

[1] "On the Eclipses of Agathocles, Thales, and Xerxes," *Philosophical Transactions*, vol. cxliii.

in legitimacy, certain branches of science have the advantage over astronomy, in so far as their retrospective prophecies are not only susceptible of verification, but are sometimes strikingly verified.

Such a science exists in that application of the principles of biology to the interpretation of the animal and vegetable remains imbedded in the rocks which compose the surface of the globe, which is called Palæontology.

At no very distant time, the question whether these so-called "fossils," were really the remains of animals and plants was hotly disputed. Very learned persons maintained that they were nothing of the kind, but a sort of concretion, or crystallisation, which had taken place within the stone in which they are found; and which simulated the forms of animal and vegetable life, just as frost on a window-pane imitates vegetation. At the present day, it would probably be impossible to find any sane advocate of this opinion; and the fact is rather surprising, that among the people from whom the circle-squarers, perpetual-motioners, flat-earthed men and the like, are recruited, to say nothing of table-turners and spirit-rappers, somebody has not perceived the easy avenue to nonsensical notoriety open to any one who will take up the good old doctrine, that fossils are all *lusus naturæ*.

The position would be impregnable, inasmuch as it is quite impossible to prove the contrary. If a man choose to maintain that a fossil oyster shell, in spite of its correspondence, down to every minutest particular, with that of an oyster fresh taken out

of the sea, was never tenanted by a living oyster, but is a mineral concretion, there is no demonstrating his error. All that can be done is to show him that, by a parity of reasoning, he is bound to admit that a heap of oyster shells outside a fishmonger's door may also be "sports of nature," and that a mutton bone in a dust-bin may have had the like origin. And when you cannot prove that people are wrong, but only that they are absurd, the best course is to let them alone.

The whole fabric of palæontology, in fact, falls to the ground unless we admit the validity of Zadig's great principle, that like effects imply like causes, and that the process of reasoning from a shell, or a tooth, or a bone, to the nature of the animal to which it belonged, rests absolutely on the assumption that the likeness of this shell, or tooth, or bone, to that of some animal with which we are already acquainted, is such that we are justified in inferring a corresponding degree of likeness in the rest of the two organisms. It is on this very simple principle, and not upon imaginary laws of physiological correlation, about which, in most cases, we know nothing whatever, that the so-called restorations of the palæontologist are based.

Abundant illustrations of this truth will occur to every one who is familiar with palæontology; none is more suitable than the case of the so-called *Belemnites*. In the early days of the study of fossils, this name was given to certain elongated stony bodies, ending at one extremity in a conical point, and truncated at the other, which were commonly

reputed to be thunderbolts, and as such to have descended from the sky. They are common enough in some parts of England; and, in the condition in which they are ordinarily found, it might be difficult to give satisfactory reasons for denying them to be merely mineral bodies.

They appear, in fact, to consist of nothing but concentric layers of carbonate of lime, disposed in subcrystalline fibres, or prisms, perpendicular to the layers. Among a great number of specimens of these Belemnites, however, it was soon observed that some showed a conical cavity at the blunt end; and, in still better preserved specimens, this cavity appeared to be divided into chambers by delicate saucer-shaped partitions, situated at regular intervals one above the other. Now there is no mineral body which presents any structure comparable to this, and the conclusion suggested itself that the Belemnites must be the effects of causes other than those which are at work in inorganic nature. On close examination, the saucer-shaped partitions were proved to be all perforated at one point, and the perforations being situated exactly in the same line, the chambers were seen to be traversed by a canal, or *siphuncle*, which thus connected the smallest or aphical chamber with the largest. There is nothing like this in the vegetable world; but an exactly corresponding structure is met with in the shells of two kinds of existing animals, the pearly *Nautilus* and the *Spirula*, and only in them. These animals belong to the same division—the *Cephalopoda*—as the cuttle-fish, the squid, and the octopus. But they are the only existing members

of the group which possess chambered, siphunculated shells; and it is utterly impossible to trace any physiological connection between the very peculiar structural characters of a cephalopod and the presence of a chambered shell. In fact, the squid has, instead of any such shell, a horny "pen," the cuttle-fish has the so-called "cuttle-bone," and the octopus has no shell, or, at most, a mere rudiment of one.

Nevertheless, seeing that there is nothing in nature at all like the chambered shell of the Belemnite, except the shells of the *Nautilus* and of the *Spirula*, it was legitimate to prophesy that the animal from which the fossil proceeded must have belonged to the group of the *Cephalopoda*. *Nautilus* and *Spirula* are both very rare animals, but the progress of investigation brought to light the singular fact, that, though each has the characteristic cephalopodous organisation, it is very different from the other. The shell of *Nautilus* is external, that of *Spirula* internal; *Nautilus* has four gills, *Spirula* two; *Nautilus* has multitudinous tentacles, *Spirula* has only ten arms beset with horny-rimmed suckers; *Spirula*, like the squids and cuttle-fishes, which it closely resembles, has a bag of ink which it squirts out to cover its retreat when alarmed; *Nautilus* has none.

No amount of physiological reasoning could enable any one to say whether the animal which fabricated the Belemnite was more like *Nautilus*, or more like *Spirula*. But the accidental discovery of Belemnites in due connection with black elongated masses which were certainly fossilised ink-bags, inasmuch as the

ink could be ground up and used for painting as well as if it were recent sepia, settled the question; and it became perfectly safe to prophesy that the creature which fabricated the Belemnite was a two-gilled cephalopod with suckers on its arms, and with all the other essential features of our living squids, cuttle-fishes, and *Spirulæ*. The palæontologist was, by this time, able to speak as confidently about the animal of the Belemnite, as Zadig was respecting the queen's spaniel. He could give a very fair description of its external appearance, and even enter pretty fully into the details of its internal organisation, and yet could declare that neither he, nor any one else, had ever seen one. And as the queen's spaniel was found, so happily has the animal of the Belemnite; a few exceptionally preserved specimens have been discovered, which completely verify the retrospective prophecy of those who interpreted the facts of the case by due application of the method of Zadig.

These Belemnites flourished in prodigious abundance in the seas of the mesozoic, or secondary, age of the world's geological history; but no trace of them has been found in any of the tertiary deposits, and they appear to have died out towards the close of the mesozoic epoch. The method of Zadig, therefore, applies in full force to the events of a period which is immeasurably remote, which long preceded the origin of the most conspicuous mountain masses of the present world, and the deposition, at the bottom of the ocean, of the rocks which form the greater part of the soil of our present continents. The Euphrates itself, at the mouth of which Oannes

landed, is a thing of yesterday compared with a Belemnite; and even the liberal chronology of magian cosmogony fixes the beginning of the world only at a time when other applications of Zadig's method afford convincing evidence that, could we have been there to see, things would have looked very much as they do now. Truly the magi were wise in their generation; they foresaw rightly that this pestilent application of the principles of common sense, inaugurated by Zadig, would be their ruin.

But it may be said that the method of Zadig, which is simple reasoning from analogy, does not account for the most striking feats of modern palæontology—the reconstruction of entire animals from a tooth or perhaps a fragment of a bone; and it may be justly urged that Cuvier, the great master of this kind of investigation, gave a very different account of the process which yielded such remarkable results.

Cuvier is not the first man of ability who has failed to make his own mental processes clear to himself, and he will not be the last. The matter can be easily tested. Search the eight volumes of the "Recherches sur les Ossemens Fossiles" from cover to cover, and nothing but the application of the method of Zadig will be found in the arguments by which a fragment of a skeleton is made to reveal the characters of the animal to which it belonged.

There is one well-known case which may represent all. It is an excellent illustration of Cuvier's sagacity, and he evidently takes some pride in telling his story about it. A split slab of stone arrived from the

quarries of Montmartre, the two halves of which contained the greater part of the skeleton of a small animal. On careful examinations of the characters of the teeth and of the lower jaw, which happened to be exposed, Cuvier assured himself that they presented such a very close resemblance to the corresponding parts in the living opossums that he at once assigned the fossil to that genus.

Now the opossums are unlike most mammals in that they possess two bones attached to the fore part of the pelvis, which are commonly called "marsupial bones." The name is a misnomer, originally conferred because it was thought that these bones have something to do with the support of the pouch, or marsupium, with which some, but not all, of the opossums are provided. As a matter of fact, they have nothing to do with the support of the pouch, and they exist as much in those opossums which have no pouches as in those which possess them. In truth, no one knows what the use of these bones may be, nor has any valid theory of their physiological import yet been suggested. And if we have no knowledge of the physiological importance of the bones themselves, it is obviously absurd to pretend that we are able to give physiological reasons why the presence of these bones is associated with certain peculiarities of the teeth and of the jaws. If any one knows why four molar teeth and an inflected angle of the jaw are very generally found along with marsupial bones, he has not yet communicated that knowledge to the world.

If, however, Zadig was right in concluding from

the likeness of the hoof-prints which he observed to be a horse's that the creature which made them had a tail like that of a horse, Cuvier, seeing that the teeth and jaw of his fossil were just like those of an opossum, had the same right to conclude that the pelvis would also be like an opossum's; and so strong was his conviction that this retrospective prophecy, about an animal which he had never seen before, and which had been dead and buried for millions of years, would be verified, that he went to work upon the slab which contained the pelvis in confident expectation of finding and laying bare the "marsupial bones," to the satisfaction of some persons whom he had invited to witness their disinterment. As he says:—"Cette opération se fit en présence de quelques personnes à qui j'en avais annoncé d'avance le résultat, dans l'intention de leur prouver par le fait la justice de nos théories zoologiques; puisque le vrai cachet d'une théorie est sans contredit la faculté qu'elle donne de prévoir les phénomènes."

In the "Ossemens Fossiles" Cuvier leaves his paper just as it first appeared in the "Annales du Muséum," as "a curious monument of the force of zoological laws and of the use which may be made of them."

Zoological laws truly, but not physiological laws. If one sees a live dog's head, it is extremely probable that a dog's tail is not far off, though nobody can say why that sort of head and that sort of tail go together; what physiological connection there is between the two. So, in the case of the Montmartre fossil, Cuvier, finding a thorough opossum's head,

concluded that the pelvis also would be like an opossum's. But, most assuredly, the most advanced physiologist of the present day could throw no light on the question why these are associated, nor could pretend to affirm that the existence of the one is necessarily connected with that of the other. In fact, had it so happened that the pelvis of the fossil had been originally exposed, while the head lay hidden, the presence of the "marsupial bones," though very like an opossum's, would by no means have warranted the prediction that the skull would turn out to be that of the opossum. It might just as well have been like that of some other marsupial; or even like that of the totally different group of Monotremes, of which the only living representatives are the *Echidna* and the *Ornithorhynchus*.

For all practical purposes, however, the empirical laws of co-ordination of structures, which are embodied in the generalisations of morphology, may be confidently trusted, if employed with due caution, to lead to a just interpretation of fossil remains; or, in other words, we may look for the verification of the retrospective prophecies which are based upon them.

And if this be the case, the late advances which have been made in palæontological discovery open out a new field for such prophecies. For it has been ascertained with respect to many groups of animals, that, as we trace them back in time, their ancestors gradually cease to exhibit those special modifications which at present characterise the type, and more nearly embody the general plan of the group to which they belong.

Thus, in the well-known case of the horse, the toes which are suppressed in the living horse are found to be more and more complete in the older members of the group, until, at the bottom of the Tertiary series of America, we find an equine animal which has four toes in front and three behind. No remains of the horse tribe are at present known from any Mesozoic deposit. Yet who can doubt that, whenever a sufficiently extensive series of lacustrine and fluviatile beds of that age becomes known, the lineage which has been traced thus far will be continued by equine quadrupeds with an increasing number of digits, until the horse type merges in the five-toed form towards which these gradations point?

But the argument which holds good for the horse, holds good, not only for all mammals, but for the whole animal world. And as the study of the pedigrees, or lines of evolution, to which, at present, we have access, brings to light, as it assuredly will do, the laws of that process, we shall be able to reason from the facts with which the geological record furnishes us to those which have hitherto remained, and many of which, perhaps, may for ever remain, hidden. The same method of reasoning which enables us, when furnished with a fragment of an extinct animal, to prophesy the character which the whole organism exhibited, will, sooner or later, enable us, when we know a few of the later terms of a genealogical series, to predict the nature of the earlier terms.

In no very distant future, the method of Zadig, applied to a greater body of facts than the present

generation is fortunate enough to handle, will enable the biologist to reconstruct the scheme of life from its beginning, and to speak as confidently of the character of long extinct beings, no trace of which has been preserved, as Zadig did of the queen's spaniel and the king's horse. Let us hope that they may be better rewarded for their toil and their sagacity than was the Babylonian philosopher; for perhaps, by that time, the magi also may be reckoned among the members of a forgotten Fauna, extinguished in the struggle for existence against their great rival, common sense.

ON DESCARTES' "DISCOURSE TOUCHING THE METHOD OF USING ONE'S REASON RIGHTLY AND OF SEEKING SCIENTIFIC TRUTH"

[1870]

It has been well said that "all the thoughts of men, from the beginning of the world until now, are linked together into one great chain;" but the conception of the intellectual filiation of mankind which is expressed in these words may, perhaps, be more fitly shadowed forth by a different metaphor. The thoughts of men seem rather to be comparable to the leaves, flowers, and fruit upon the innumerable branches of a few great stems, fed by commingled and hidden roots. These stems bear the names of the half-a-dozen men, endowed with intellects of heroic force and clearness, to whom we are led, at whatever point of the world of thought the attempt to trace its history commences, just as certainly as the following up the small twigs of a tree to the branchlets which bear them, and tracing the branchlets to their supporting branches, brings us, sooner or later, to the bole.

It seems to me that the thinker who, more than any other, stands in the relation of such a stem towards the philosophy and the science of the modern world is Réné Descartes. I mean, that if you lay hold of

any characteristic product of modern ways of thinking, either in the region of philosophy, or in that of science, you find the spirit of that thought, if not its form, to have been present in the mind of the great Frenchman.

There are some men who are counted great because they represent the actuality of their own age, and mirror it as it is. Such an one was Voltaire, of whom it was epigrammatically said, "he expressed everybody's thoughts better than anybody."[1] But there are other men who attain greatness because they embody the potentiality of their own day, and magically reflect the future. They express the thoughts which will be everybody's two or three centuries after them. Such an one was Descartes.

Born in 1596, nearly three hundred years ago, of a noble family in Touraine, Réné Descartes grew up into a sickly and diminutive child, whose keen wit soon gained him the title of "the Philosopher," which, in the mouths of his noble kinsmen, was more than half a reproach. The best schoolmasters of the day, the Jesuits, educated him as well as a French boy of the seventeenth century could be educated. And they must have done their work honestly and well, for, before his schoolboy days were over, he had discovered that the most of what he had learned, except in mathematics, was devoid of solid and real value.

"Therefore," says he, in that "discourse"[2] which I have taken for my text, "as soon as I was old enough to be set free from

[1] I forget who it was said of him: "Il a plus que personne l'esprit que tout le monde a."

[2] *Discours de la Méthode pour bien conduire sa Raison et chercher la Vérité dans les Sciences.*

the government of my teachers, I entirely forsook the study of letters; and determining to seek no other knowledge than that which I could discover within myself, or in the great book of the world, I spent the remainder of my youth in travelling; in seeing courts and armies; in the society of people of different humours and conditions; in gathering varied experience; in testing myself by the chances of fortune; and in always trying to profit by my reflections on what happened. . . . And I always had an intense desire to learn how to distinguish truth from falsehood, in order to be clear about my actions, and to walk surefootedly in this life."

But "learn what is true, in order to do what is right," is the summing up of the whole duty of man, for all who are unable to satisfy their mental hunger with the east wind of authority; and to those of us moderns who are in this position, it is one of Descartes' great claims to our reverence as a spiritual ancestor, that, at three-and-twenty, he saw clearly that this was his duty, and acted up to his conviction. At two-and-thirty, in fact, finding all other occupations incompatible with the search after the knowledge which leads to action, and being possessed of a modest competence, he withdrew into Holland; where he spent nine years in learning and thinking, in such retirement that only one or two trusted friends knew of his whereabouts.

In 1637 the first fruits of these long meditations were given to the world in the famous "Discourse touching the Method of using Reason rightly and of seeking Scientific Truth," which, at once an autobiography and a philosophy, clothes the deepest thought in language of exquisite harmony, simplicity, and clearness.

The central propositions of the whole "Discourse" are these. There is a path that leads to truth so surely, that any one who will follow it must needs reach the goal, whether his capacity be great or small. And there is one guiding rule by which a man may always find this path, and keep himself from straying when he has found it. This golden rule is—give unqualified assent to no propositions but those the truth of which is so clear and distinct that they cannot be doubted.

The enunciation of this great first commandment of science consecrated Doubt. It removed Doubt from the seat of penance among the grievous sins to which it had long been condemned, and enthroned it in that high place among the primary duties, which is assigned to it by the scientific conscience of these latter days. Descartes was the first among the moderns to obey this commandment deliberately; and, as a matter of religious duty, to strip off all his beliefs and reduce himself to a state of intellectual nakedness, until such time as he could satisfy himself which were fit to be worn. He thought a bare skin healthier than the most respectable and well-cut clothing of what might, possibly, be mere shoddy.

When I say that Descartes consecrated doubt, you must remember that it was that sort of doubt which Goethe has called "the active scepticism, whose whole aim is to conquer itself;"[1] and not that other sort which is born of flippancy and ignorance, and whose aim is only to perpetuate itself, as an

[1] "Eine thätige Skepsis ist die, welche unablässig bemüht ist sich selbst zu überwinden, und durch geregelte Erfahrung zu einer Art von bedingter Zuverlässigkeit zu gelangen."—*Maximen und Reflexionen,* 7[te] Abtheilung.

excuse for idleness and indifference. But it is impossible to define what is meant by scientific doubt better than in Descartes' own words. After describing the gradual progress of his negative criticism, he tells us:—

"For all that, I did not imitate the sceptics, who doubt only for doubting's sake, and pretend to be always undecided; on the contrary, my whole intention was to arrive at a certainty, and to dig away the drift and the sand until I reached the rock or the clay beneath."

And further, since no man of common sense when he pulls down his house for the purpose of rebuilding it, fails to provide himself with some shelter while the work is in progress; so, before demolishing the spacious, if not commodious, mansion of his old beliefs, Descartes thought it wise to equip himself with what he calls "*une morale par provision*," by which he resolved to govern his practical life until such time as he should be better instructed. The laws of this "provisional self-government" are embodied in four maxims, of which one binds our philosopher to submit himself to the laws and religion in which he was brought up; another, to act, on all those occasions which call for action, promptly and according to the best of his judgment, and to abide, without repining, by the result: a third rule is to seek happiness in limiting his desires, rather than in attempting to satisfy them; while the last is to make the search after truth the business of his life.

Thus prepared to go on living while he doubted, Descartes proceeded to face his doubts like a man. One thing was clear to him, he would not lie to him-

self—would, under no penalties, say, "I am sure" of that of which he was not sure; but would go on digging and delving until he came to the solid adamant or, at worst, made sure there was no adamant. As the record of his progress tells us, he was obliged to confess that life is full of delusions; that authority may err; that testimony may be false or mistaken; that reason lands us in endless fallacies; that memory is often as little trustworthy as hope; that the evidence of the very senses may be misunderstood; that dreams are real as long as they last, and that what we call reality may be a long and restless dream. Nay, it is conceivable that some powerful and malicious being may find his pleasure in deluding us, and in making us believe the thing which is not, every moment of our lives. What, then, is certain? What even, if such a being exists, is beyond the reach of his powers of delusion? Why, the fact that the thought, the present consciousness, exists. Our thoughts may be delusive, but they cannot be fictitious. As thoughts, they are real and existent, and the cleverest deceiver cannot make them otherwise.

Thus, thought is existence. More than that, so far as we are concerned, existence is thought, all our conceptions of existence being some kind or other of thought. Do not for a moment suppose that these are mere paradoxes or subtleties. A little reflection upon the commonest facts proves them to be irrefragable truths. For example, I take up a marble, and I find it to be a red, round, hard, single body. We call the redness, the roundness, the hardness, and

the singleness, "qualities" of the marble; and it sounds, at first, the height of absurdity to say that all these qualities are modes of our own consciousness, which cannot even be conceived to exist in the marble. But consider the redness, to begin with. How does the sensation of redness arise? The waves of a certain very attenuated matter, the particles of which are vibrating with vast rapidity, but with very different velocities, strike upon the marble, and those which vibrate with one particular velocity are thrown off from its surface in all directions. The optical apparatus of the eye gathers some of these together, and gives them such a course that they impinge upon the surface of the retina, which is a singularly delicate apparatus connected with the termination of the fibres of the optic nerve. The impulses of the attenuated matter, or ether, affect this apparatus and the fibres of the optic nerve in a certain way; and the change in the fibres of the optic nerve produces yet other changes in the brain; and these, in some fashion unknown to us, give rise to the feeling, or consciousness of redness. If the marble could remain unchanged, and either the rate of vibration of the ether, or the nature of the retina, could be altered, the marble would seem not red, but some other colour. There are many people who are what are called colour-blind, being unable to distinguish one colour from another. Such an one might declare our marble to be green; and he would be quite as right in saying that it is green, as we are in declaring it to be red. But then, as the marble cannot, in itself, be both green and red, at the same

time, this shows that the quality "redness" must be in our consciousness and not in the marble.

In like manner, it is easy to see that the roundness and the hardness are forms of our consciousness, belonging to the groups which we call sensations of sight and touch. If the surface of the cornea were cylindrical, we should have a very different notion of a round body from that which we possess now; and if the strength of the fabric, and the force of the muscles, of the body were increased a hundredfold, our marble would seem to be as soft as a pellet of bread crumbs.

Not only is it obvious that all these qualities are in us, but, if you will make the attempt, you will find it quite impossible to conceive of "blueness," "roundness," and "hardness" as existing without reference to some such consciousness as our own. It may seem strange to say that even the "singleness" of the marble is relative to us; but extremely simple experiments will show that such is veritably the case, and that our two most trustworthy senses may be made to contradict one another on this very point. Hold the marble between the finger and thumb, and look at it in the ordinary way. Sight and touch agree that it is single. Now squint, and sight tells you that there are two marbles, while touch asserts that there is only one. Next, return the eyes to their natural position, and, having crossed the forefinger and the middle finger, put the marble between their tips. Then touch will declare that there are two marbles, while sight says that there is only one; and touch claims our belief, when we attend to it, just as imperatively as sight does.

But it may be said, the marble takes up a certain space which could not be occupied, at the same time, by anything else. In other words, the marble has the primary quality of matter, extension. Surely this quality must be in the thing, and not in our minds? But the reply must still be; whatever may, or may not, exist in the thing, all that we can know of these qualities is a state of consciousness. What we call extension is a consciousness of a relation between two, or more, affections of the sense of sight, or of touch. And it is wholly inconceivable that what we call extension should exist independently of such consciousness as our own. Whether, notwithstanding this inconceivability, it does so exist, or not, is a point on which I offer no opinion. Thus, whatever our marble may be in itself, all that we can know of it is under the shape of a bundle of our own consciousnesses.

Nor is our knowledge of anything we know or feel more, or less, than a knowledge of states of consciousness. And our whole life is made up of such states. Some of these states we refer to a cause we call "self"; others to a cause or causes which may be comprehended under the title of "not-self." But neither of the existence of "self," nor of that of "not-self," have we, or can we by any possibility have, any such unquestionable and immediate certainty as we have of the states of consciousness which we consider to be their effects. They are not immediately observed facts, but results of the application of the law of causation to those facts. Strictly speaking, the existence of a "self" and of a "not-self" are hypotheses by which we account for the

facts of consciousness. They stand upon the same footing as the belief in the general trustworthiness of memory, and in the general constancy of the order of Nature—as hypothetical assumptions which cannot be proved, or known with that highest degree of certainty which is given by immediate consciousness; but which, nevertheless, are of the highest practical value, inasmuch as the conclusions logically drawn from them are always verified by experience.

This, in my judgment, is the ultimate issue of Descartes' argument; but it is proper for me to point out that we have left Descartes himself some way behind us. He stopped at the famous formula, "I think, therefore I am." Yet a little consideration will show this formula to be full of snares and verbal entanglements. In the first place, the "therefore" has no business there. The "I am" is assumed in the "I think," which is simply another way of saying "I am thinking." And, in the second place, "I think" is not one simple proposition, but three distinct assertions rolled into one. The first of these is, "something called I exists;" the second, is "something called thought exists;" and the third is, "the thought is the result of the action of the I."

Now, it will be obvious to you, that the only one of these three propositions which can stand the Cartesian test of certainty is the second. It cannot be doubted, for the very doubt is an existent thought. But the first and third, whether true or not, may be doubted, and have been doubted. For the assertor may be asked, How do you know that thought is not self-existent; or that a given thought is not the

effect of its antecedent thought, or of some external power? And a diversity of other questions, much more easily put than answered. Descartes, determined as he was to strip off all the garments which the intellect weaves for itself, forgot this gossamer shirt of the "self"; to the great detriment, and indeed ruin, of his toilet when he began to clothe himself again.

But it is beside my purpose to dwell upon the minor peculiarities of the Cartesian philosophy. All I wish to put clearly before your minds thus far, is that Descartes, having commenced by declaring doubt to be a duty, found certainty in consciousness alone; and that the necessary outcome of his views is what may properly be termed Idealism; namely, the doctrine that, whatever the universe may be, all we can know of it is the picture presented to us by consciousness. This picture may be a true likeness—though how this can be is inconceivable; or it may have no more resemblance to its cause than one of Bach's fugues has to the person who is playing it; or than a piece of poetry has to the mouth and lips of a reciter. It is enough for all the practical purposes of human existence if we find that our trust in the representations of consciousness is verified by results; and that, by their help, we are enabled "to walk sure-footedly in this life."

Thus, the method, or path which leads to truth, indicated by Descartes, takes us straight to the Critical Idealism of his great successor Kant. It is that Idealism which declares the ultimate fact of all knowledge to be consciousness, or, in other words,

a mental phænomenon; and therefore affirms the highest of all certainties, and indeed the only absolute certainty, to be the existence of mind. But it is also that Idealism which refuses to make any assertions, either positive or negative, as to what lies beyond consciousness. It accuses the subtle Berkeley of stepping beyond the limits of knowledge when he declared that a substance of matter does not exist; and of illogicality, for not seeing that the arguments which he supposed demolished the existence of matter were equally destructive to the existence of soul. And it refuses to listen to the jargon of more recent days about the "Absolute" and all the other hypostatised adjectives, the initial letters of the names of which are generally printed in capital letters; just as you give a Grenadier a bearskin cap, to make him look more formidable than he is by nature.

I repeat, the path indicated and followed by Descartes, which we have hitherto been treading, leads through doubt to that critical Idealism which lies at the heart of modern metaphysical thought. But the "Discourse" shows us another, and apparently very different, path, which leads, quite as definitely, to that correlation of all the phænomena of the universe with matter and motion, which lies at the heart of modern physical thought, and which most people call Materialism.

The early part of the seventeenth century, when Descartes reached manhood, is one of the great epochs of the intellectual life of mankind. At that time, physical science suddenly strode into the arena of public and familiar thought, and openly challenged

not only Philosophy and the Church, but that common ignorance which often passes by the name of Common Sense. The assertion of the motion of the earth was a defiance to all three, and Physical Science threw down her glove by the hand of Galileo.

It is not pleasant to think of the immediate result of the combat; to see the champion of science, old, worn, and on his knees before the Cardinal Inquisitor, signing his name to what he knew to be a lie. And, no doubt, the Cardinals rubbed their hands as they thought how well they had silenced and discredited their adversary. But two hundred years have passed, and however feeble or faulty her soldiers, Physical Science sits crowned and enthroned as one of the legitimate rulers of the world of thought. Charity children would be ashamed not to know that the earth moves; while the Schoolmen are forgotten; and the Cardinals—well, the Cardinals are at the Œcumenical Council, still at their old business of trying to stop the movement of the world.

As a ship, which having lain becalmed with every stitch of canvas set, bounds away before the breeze which springs up astern, so the mind of Descartes, poised in equilibrium of doubt, not only yielded to the full force of the impulse towards physical science and physical ways of thought, given by his great contemporaries, Galileo and Harvey, but shot beyond them; and anticipated, by bold speculation, the conclusions, which could only be placed upon a secure foundation by the labours of generations of workers.

Descartes saw that the discoveries of Galileo

meant that the remotest parts of the universe were governed by mechanical laws; while those of Harvey meant that the same laws presided over the operations of that portion of the world which is nearest to us, namely, our own bodily frame. And crossing the interval between the centre and its vast circumference by one of the great strides of genius, Descartes sought to resolve all the phænomena of the universe into matter and motion, or forces operating according to law.[1] This grand conception, which is sketched in the "Discours," and more fully developed in the "Principes" and in the "Traité de l'Homme," he worked out with extraordinary power and knowledge; and with the effect of arriving, in the last-named essay, at that purely mechanical view of vital phænomena towards which modern physiology is striving.

Let us try to understand how Descartes got into this path, and why it led him where it did. The mechanism of the circulation of the blood had evidently taken a great hold of his mind, as he describes it several times, at much length. After giving a full account of it in the "Discourse," and erroneously ascribing the motion of the blood, not to the contraction of the walls of the heart, but to the heat which he supposes to be generated there, he adds:—

"This motion, which I have just explained, is as much the necessary result of the structure of the parts which one can see in the heart, and of the heat which one may feel there with one's

[1] Au milieu de toutes ses erreurs, il ne faut pas méconnaître une grande idée, qui consiste à avoir tenté pour la première fois de ramener tous les phénomènes naturels à n'être qu'un simple dévelloppement des lois de la mécanique," is the weighty judgment of Biot, cited by Bouillier (*Histoire de la Philosophie Cartésienne*, t. i., p. 196).

fingers, and of the nature of the blood, which may be experimentally ascertained; as is that of a clock of the force, the situation, and the figure, of its weight, and of its wheels."

But if this apparently vital operation were explicable as a simple mechanism, might not other vital operations be reducible to the same category? Descartes replies without hesitation in the affirmative.

"The animal spirits," says he, "resemble a very subtle fluid, or a very pure and vivid flame, and are continually generated in the heart, and ascend to the brain as to a sort of reservoir. Hence they pass into the nerves and are distributed to the muscles, causing contraction, or relaxation, according to their quantity."

Thus, according to Descartes, the animal body is an automaton, which is competent to perform all the animal functions in exactly the same way as a clock or any other piece of mechanism. As he puts the case himself:—

"In proportion as these spirits [the animal spirits] enter the cavities of the brain, they pass thence into the pores of its substance, and from these pores into the nerves; where, according as they enter, or even only tend to enter, more or less, into one than into another, they have the power of altering the figure of the muscles into which the nerves are inserted, and by this means of causing all the limbs to move. Thus, as you may have seen in the grottoes and the fountains in royal gardens, the force with which the water issues from its reservoir is sufficient to move various machines, and even to make them play instruments, or pronounce words according to the different disposition of the pipes which lead the water.

"And, in truth, the nerves of the machine which I am describing may very well be compared to the pipes of these waterworks; its muscles and its tendons to the other various engines and springs which seem to move them; its animal spirits to the

water which impels them, of which the heart is the fountain; while the cavities of the brain are the central office. Moreover, respiration and other such actions as are natural and usual in the body, and which depend on the course of the spirits, are like the movements of a clock, or of a mill, which may be kept up by the ordinary flow of the water.

"The external objects which, by their mere presence, act upon the organs of the senses; and which, by this means, determine the corporal machine to move in many different ways, according as the parts of the brain are arranged, are like the strangers who, entering into some of the grottoes of these waterworks, unconsciously cause the movements which take place in their presence. For they cannot enter without treading upon certain planks so arranged that, for example, if they approach a bathing Diana, they cause her to hide among the reeds; and if they attempt to follow her, they see approaching a Neptune, who threatens them with his trident: or if they try some other way, they cause some other monster, who vomits water into their faces, to dart out; or like contrivances, according to the fancy of the engineers who have made them. And lastly, when the *rational soul* is lodged in this machine, it will have its principal seat in the brain, and will take the place of the engineer, who ought to be in that part of the works with which all the pipes are connected, when he wishes to increase, or to slacken, or in some way to alter their movements."[1]

And again still more strongly:—

"All the functions which I have attributed to this machine (the body), as the digestion of food, the pulsation of the heart and of the arteries; the nutrition and the growth of the limbs; respiration, wakefulness, and sleep; the reception of light, sounds, odours, flavours, heat, and such like qualities, in the organs of the external senses; the impression of the ideas of these in the organ of common sense and in the imagination; the retention, or the impression, of these ideas on the memory; the internal movements of the appetites and the passions; and

[1] *Traité de l'Homme* (Cousin's edition), p. 347.

lastly, the external movements of all the limbs, which follow so aptly, as well the action of the objects which are presented to the senses, as the impressions which meet in the memory, that they imitate as nearly as possible those of a real man:[1] I desire, I say, that you should consider that these functions in the machine naturally proceed from the mere arrangement of its organs, neither more nor less than do the movements of a clock, or other automaton, from that of its weight and its wheels; so that, so far as these are concerned, it is not necessary to conceive any other vegetative or sensitive soul, nor any other principle of motion, or of life, than the blood and the spirits agitated by the fire which burns continually in the heart, and which is no wise essentially different from all the fires which exist in inanimate bodies."[2]

The spirit of these passages is exactly that of the most advanced physiology of the present day; all that is necessary to make them coincide with our present physiology in form, is to represent the details of the working of the animal machinery in modern language, and by the aid of modern conceptions.

Most undoubtedly, the digestion of food in the human body is a purely chemical process; and the passage of the nutritive parts of that food into the blood, a physical operation. Beyond all question, the circulation of the blood is simply a matter of mechanism, and results from the structure and arrangement of the parts of the heart and vessels, from the contractility of those organs, and from the regulation of that contractility by an automatically acting nervous apparatus. The progress of physiology

[1] Descartes pretends that he does not apply his views to the human body, but only to an imaginary machine which, if it could be constructed, would do all that the human body does; throwing a sop to Cerberus unworthily; and uselessly, because Cerberus was by no means stupid enough to swallow it.

[2] *Traité de l'Homme*, p. 427.

has further shown, that the contractility of the muscles and the irritability of the nerves are purely the results of the molecular mechanism of those organs; and that the regular movements of the respiratory, alimentary, and other internal organs are governed and guided, as mechanically, by their appropriate nervous centres. The even rhythm of the breathing of every one of us depends upon the structural integrity of a particular region of the medulla oblongata, as much as the ticking of a clock depends upon the integrity of the escapement. You may take away the hands of a clock and break up its striking machinery, but it will still tick; and a man may be unable to feel, speak, or move, and yet he will breathe.

Again, in entire accordance with Descartes' affirmation, it is certain that the modes of motion which constitute the physical basis of light, sound, and heat, are transmuted into affections of nervous matter by the sensory organs. These affections are, so to speak, a kind of physical ideas, which are retained in the central organs, constituting what might be called physical memory, and may be combined in a manner which answers to association and imagination, or may give rise to muscular contractions, in those "reflex actions" which are the mechanical representatives of volition.

Consider what happens when a blow is aimed at the eye.[1] Instantly, and without our knowledge or will, and even against the will, the eyelids close. What is it that happens? A picture of the rapidly-

[1] Compare *Traité des Passions*, Art. xlii. and xvi.

advancing fist is made upon the retina of the back of the eye. The retina changes this picture into an affection of a number of the fibres of the optic nerve; the fibres of the optic nerve affect certain parts of the brain; the brain, in consequence, affects those particular fibres of the seventh nerve which go to the orbicular muscle of the eyelids; the change in these nerve-fibres causes the muscular fibres to alter their dimensions, so as to become shorter and broader; and the result is the closing of the slit between the two lids, round which these fibres are disposed. Here is a pure mechanism, giving rise to a purposive action, and strictly comparable to that by which Descartes supposes his waterwork Diana to be moved. But we may go further, and inquire whether our volition, in what we term voluntary action, ever plays any other part than that of Descartes' engineer, sitting in his office, and turning this tap or the other, as he wishes to set one or another machine in motion, but exercising no direct influence upon the movements of the whole.

Our voluntary acts consist of two parts: firstly, we desire to perform a certain action; and, secondly, we somehow set a-going a machinery which does what we desire. But so little do we directly influence that machinery, that nine-tenths of us do not even know of its existence. Suppose one wills to raise one's arm and whirl it round. Nothing is easier. But the majority of us do not know that nerves and muscles are concerned in this process; and the best anatomist among us would be amazingly perplexed, if he were called upon to direct the succession, and the

relative strength, of the multitudinous nerve-changes, which are the actual causes of this very simple operation. So again in speaking. How many of us know that the voice is produced in the larynx, and modified by the mouth? How many among these instructed persons understand how the voice is produced and modified? And what living man, if he had unlimited control over all the nerves supplying the mouth and larynx of another person, could make him pronounce a sentence? Yet, if one has anything to say, what is easier than to say it? We desire the utterance of certain words: we touch the spring of the word-machine, and they are spoken. Just as Descartes' engineer, when he wanted a particular hydraulic machine to play, had only to turn a tap, and what he wished was done. It is because the body is a machine that education is possible. Education is the formation of habits, a superinducing of an artificial organisation upon the natural organisation of the body; so that acts, which at first required a conscious effort, eventually became unconscious and mechanical. If the act which primarily requires a distinct consciousness and volition of its details, always needed the same effort, education would be an impossibility.

According to Descartes, then, all the functions which are common to man and animals are performed by the body as a mere mechanism, and he looks upon consciousness as the peculiar distinction of the "*chose pensante*," of the "rational soul," which in man (and in man only, in Descartes' opinion) is superadded to the body. This rational

soul he conceived to be lodged in the pineal gland, as in a sort of central office; and here, by the intermediation of the animal spirits, it became aware of what was going on in the body, or influenced the operations of the body. Modern physiologists do not ascribe so exalted a function to the little pineal gland,[1] but, in a vague sort of way, they adopt Descartes' principle, and suppose that the soul is lodged in the cortical part of the brain—at least this is commonly regarded as the seat and instrument of consciousness.

Descartes has clearly stated what he conceived to be the difference between spirit and matter. Matter is substance which has extension, but does not think; spirit is substance which thinks, but has no extension. It is very hard to form a definite notion of what this phraseology means, when it is taken in connection with the location of the soul in the pineal gland; and I can only represent it to myself as signifying that the soul is a mathematical point, having place but not extension, within the limits of the pineal body. Not only has it place, but it must exert force; for, according to this hypothesis, it is competent, when it wills, to change the course of the animal spirits, which consist of matter in motion. Thus the soul becomes a centre of force. But, at the same time, the distinction between spirit and matter vanishes; inasmuch as matter, according to a tenable hypothesis, may be nothing but a multitude of centres of force. The case is worse if we

[1] Which, however, as the remains of a Cyclopean eye possessed by some remote ancestor of the Vertebrata, has lost none of its interest. [1892.]

adopt the modern vague notion that consciousness is seated in the grey matter of the cerebrum, generally; for, as the grey matter has extension, that which is lodged in it must also have extension. And thus we are led, in another way, to lose spirit in matter.

In truth, Descartes' physiology, like the modern physiology of which it anticipates the spirit, leads straight to Materialism, so far as that title is rightly applicable to the doctrine that we have no knowledge of any thinking substance, apart from extended substance; and that thought is as much a function of matter as motion is. Thus we arrive at the singular result that, of the two paths opened up to us in the "Discourse upon Method," the one leads, by way of Berkeley and Hume, to Kant and Idealism; while the other leads, by way of De La Mettrie and Priestley, to modern physiology and Materialism.[1] Our stem divides into two main branches, which grow in opposite ways, and bear flowers which look as different as they can well be. But each branch is sound and healthy, and has as much life and vigour as the other.

If a botanist found this state of things in a new plant, I imagine that he might be inclined to think that his tree was monœcious—that the flowers were of different sexes, and that, so far from setting up

[1] Bouillier, into whose excellent *History of the Cartesian Philosophy* I had not looked when this passage was written, says, very justly, that Descartes "a merité le titre de père de la physique, aussi bien que celui de père de la metaphysique moderne" (t. i., p. 197). See also Kuno Fischer's *Geschichte der neuen Philosophie*, Bd. i.; and the very remarkable work of Lange *Geschichte des Materialismus*.—A good translation of the latter would be a great service to philosophy in England. [It now exists, 1892.]

a barrier between the two branches of the tree, the only hope of fertility lay in bringing them together. I may be taking too much of a naturalist's view of the case, but I must confess that this is exactly my notion of what is to be done with metaphysics and physics. Their differences are complementary, not antagonistic; and thought will never be completely fruitful until the one unites with the other. Let me try to explain what I mean. I hold, with the Materialist, that the human body, like all living bodies, is a machine, all the operations of which will, sooner or later, be explained on physical principles. I believe that we shall, sooner or later, arrive at a mechanical equivalent of consciousness, just as we have arrived at a mechanical equivalent of heat. If a pound weight falling through a distance of a foot gives rise to a definite amount of heat, which may properly be said to be its equivalent; the same pound weight falling through a foot on a man's hand gives rise to the definite amount of feeling, which might with equal propriety be said to be its equivalent in consciousness.[1] And as we already know that there is a certain parity between the intensity of a pain and the strength of one's desire to get rid of that pain; and, secondly, that there is a certain correspondence between the intensity of the heat, or mechanical violence, which gives rise to the pain, and the pain itself; the possibility of the establishment of a correlation between mechanical force and volition becomes apparent. And

[1] For all the qualifications which need to be made here, I refer the reader to the thorough discussion of the nature of the relation between nerve-action and consciousness in Mr. Herbert Spencer's *Principles of Psychology*, p. 115 *et seq.*

the same conclusion is suggested by the fact that, within certain limits, the intensity of the mechanical force we exert is proportioned to the intensity of our desire to exert it.

Thus I am prepared to go with the Materialists wherever the true pursuit of the path of Descartes may lead them; and I am glad, on all occasions, to declare my belief that their fearless development of the materialistic aspect of these matters has had an immense, and a most beneficial, influence upon physiology and psychology. Nay, more, when they go farther than I think they are entitled to do—when they introduce Calvinism into science and declare that man is nothing but a machine, I do not see any particular harm in their doctrines, so long as they admit that which is a matter of experimental fact—namely, that it is a machine capable of adjusting itself within certain limits.

I protest that if some great Power would agree to make me always think what is true and do what is right, on condition of being turned into a sort of clock and wound up every morning before I got out of bed, I should instantly close with the offer. The only freedom I care about is the freedom to do right; the freedom to do wrong I am ready to part with on the cheapest terms to any one who will take it of me. But when the Materialists stray beyond the borders of their path and begin to talk about there being nothing else in the universe but Matter and Force and Necessary Laws, and all the rest of *their* "grenadiers," I decline to follow them. I go back to the point from which we started, and to the

other path of Descartes. I remind you that we have already seen clearly and distinctly, and in a manner which admits of no doubt, that all our knowledge is a knowledge of states of consciousness. "Matter" and "Force" are, as far as we can know, mere names for certain forms of consciousness. "Necessary" means that of which we cannot conceive the contrary. "Law" means a rule which we have always found to hold good, and which we expect always will hold good. Thus it is an indisputable truth that what we call the material world is only known to us under the forms of the ideal world; and, as Descartes tells us, our knowledge of the soul[1] is more intimate and certain than our knowledge of the body. If I say that impenetrability is a property of matter, all that I can really mean is that the consciousness I call extension, and the consciousness I call resistance, constantly accompany one another. Why and how they are thus related is a mystery. And if I say that thought is a property of matter, all that I can mean is that actually or possibly, the consciousness of extension and that of resistance accompany all other sorts of consciousness. But, as in the former case, why they are thus associated is an insoluble mystery.

From all this it follows that what I may term legitimate materialism, that is, the extension of the conceptions and of the methods of physical science to the highest as well as the lowest phænomena of vitality, is neither more nor less than a sort of shorthand Idealism; and Descartes' two paths meet at

[1] Taken as the sum of states of consciousness of the individual. [1892.]

the summit of the mountain, though they set out on opposite sides of it.

The reconciliation of physics and metaphysics lies in the acknowledgment of faults upon both sides; in the confession by physics that all the phænomena of Nature are, in their ultimate analysis, known to us only as facts of consciousness; in the admission by metaphysics, that the facts of consciousness are, practically, interpretable only by the methods and the formulæ of physics: and, finally, in the observance by both metaphysical and physical thinkers of Descartes' maxim—assent to no proposition the matter of which is not so clear and distinct that it cannot be doubted.

When you did me the honour to ask me to deliver this address, I confess I was perplexed what topic to select. For you are emphatically and distinctly a *Christian* body; while science and philosophy, within the range of which lie all the topics on which I could venture to speak, are neither Christian, nor Unchristian, but are Extrachristian, and have a world of their own, which to use language which will be very familiar to your ears just now, is not only "unsectarian," but is altogether "secular." The arguments which I have put before you to-night, for example, are not inconsistent, so far as I know, with any form of theology.

After much consideration, I thought that I might be most useful to you, if I attempted to give you some vision of this Extrachristian world, as it appears to a person who lives a good deal in it; and if I tried to show you by what methods the dwellers therein

try to distinguish truth from falsehood, in regard to some of the deepest and most difficult problems that beset humanity, "in order to be clear about their actions, and to walk surefootedly in this life," as Descartes says.

It struck me that if the execution of my project came anywhere near the conception of it, you would become aware that the philosophers and the men of science are not exactly what they are sometimes represented to you to be; and that their methods and paths do not lead so perpendicularly downwards as you are occasionally told they do. And I must admit, also, that a particular and personal motive weighed with me,—namely, the desire to show that a certain discourse,[1] which brought a great storm about my head some time ago, contained nothing but the ultimate development of the views of the father of modern philosophy. I do not know if I have been quite wise in allowing this last motive to weigh with me. They say that the most dangerous thing one can do in a thunderstorm is to shelter oneself under a great tree, and the history of Descartes' life shows how narrowly he escaped being riven by the lightnings, which were more destructive in his time than in ours.

Descartes lived and died a good Catholic, and prided himself upon having demonstrated the existence of God and of the soul of man. As a reward for his exertions, his old friends the Jesuits put his works upon the "Index," and called him an Atheist; while the Protestant divines of Holland declared

[1] See above, *The Physical Basis of Life.*

him to be both a Jesuit and an Atheist. His books narrowly escaped being burned by the hangman; the fate of Vanini was dangled before his eyes; and the misfortunes of Galileo so alarmed him, that he well-nigh renounced the pursuits by which the world has so greatly benefited, and was driven into subterfuges and evasions which were not worthy of him.

"Very cowardly," you may say; and so it was. But you must make allowance for the fact that, in the seventeenth century, not only did heresy mean possible burning, or imprisonment, but the very suspicion of it destroyed a man's peace, and rendered the calm pursuit of truth difficult or impossible. I fancy that Descartes was a man to care more about being worried and disturbed, than about being burned outright; and, like many other men, sacrificed for the sake of peace and quietness, what he would have stubbornly maintained against downright violence. However this may be, let those who are sure they would have done better throw stones at him. I have no feelings but those of gratitude and reverence for the man who did what he did, when he did; and a sort of shame that any one should repine against taking a fair share of such treatment as the world thought good enough for him.

Finally, it occurs to me that, such being my feeling about the matter, it may be useful to all of us if I ask you, "What is yours? Do you think that the Christianity of the seventeenth century looks nobler and more attractive for such treatment of such a man?" You will hardly reply that it does. But

if it does not, may it not be well if all of you do what lies within your power to prevent the Christianity of the nineteenth century from repeating the scandal?

There are one or two living men, who, a couple of centuries hence, will be remembered as Descartes is now, because they have produced great thoughts which will live and grow as long as mankind lasts.

If the twenty-first century studies their history, it will find that the Christianity of the middle of the nineteenth century recognised them only as objects of vilification. It is for you and such as you, Christian young men, to say whether this shall be as true of the Christianity of the future as it is of that of the present. I appeal to you to say "No," in your own interest, and in that of the Christianity you profess.

In the interest of Science, no appeal is needful; as Dante sings of Fortune—

> "Quest' è colei, ch'è tanto posta in croce
> Pur da color, che le dovrian dar lode
> Dandole biasmo a torto e mala voce.
> Ma ella s' è beata, e ciò non ode:
> Con l' altre prime creature lieta
> Volve sua spera, e beata si gode:"[1]

so, whatever evil voices may rage, Science, secure among the powers that are eternal, will do her work and be blessed.

[1] "And this is she who's put on cross so much
Even by them who ought to give her praise,
Giving her wrongly ill repute and blame.
But she is blessed, and she hears not this:
She, with the other primal creatures, glad
Revolves her sphere, and blessed joys herself."
Inferno, vii. 90—95 (W. M. Rossetti's Translation).

ON THE ADVISABLENESS OF IMPROVING NATURAL KNOWLEDGE

[1866]

This time two hundred years ago—in the beginning of January, 1666—those of our forefathers who inhabited this great and ancient city, took breath between the shocks of two fearful calamities: one not quite past, although its fury had abated; the other to come.

Within a few yards of the very spot on which we are assembled, so the tradition runs, that painful and deadly malady, the plague, appeared in the latter months of 1664; and, though no new visitor, smote the people of England, and especially of her capital, with a violence unknown before, in the course of the following year. The hand of a master has pictured what happened in those dismal months; and in that truest of fictions, "The History of the Plague Year," Defoe shows death, with every accompaniment of pain and terror, stalking through the narrow streets of old London, and changing their busy hum into a silence broken only by the wailing of the mourners of fifty thousand dead; by the woful denunciations and mad prayers of fanatics; and by the madder yells of despairing profligates.

But, about this time in 1666, the death-rate had sunk to nearly its ordinary amount; a case of plague

occurred only here and there, and the richer citizens who had flown from the pest had returned to their dwellings. The remnant of the people began to toil at the accustomed round of duty, or of pleasure; and the stream of city life bid fair to flow back along its old bed, with renewed and uninterrupted vigour.

The newly-kindled hope was deceitful. The great plague, indeed, returned no more; but what it had done for the Londoners, the great fire, which broke out in the autumn of 1666, did for London; and, in September of that year, a heap of ashes and the indestructible energy of the people were all that remained of the glory of five-sixths of the city within the walls.

Our forefathers had their own ways of accounting for each of these calamities. They submitted to the plague in humility and in penitence, for they believed it to be the judgment of God. But, towards the fire they were furiously indignant, interpreting it as the effect of the malice of man,—as the work of the Republicans, or of the Papists, according as their prepossessions ran in favour of loyalty or of Puritanism.

It would, I fancy, have fared but ill with one who, standing where I now stand, in what was then a thickly-peopled and fashionable part of London, should have broached to our ancestors the doctrine which I now propound to you—that all their hypotheses were alike wrong; that the plague was no more, in their sense, Divine judgment, than the fire was

the work of any political, or of any religious, sect; but that they were themselves the authors of both plague and fire, and that they must look to themselves to prevent the recurrence of calamities, to all appearance so peculiarly beyond the reach of human control—so evidently the result of the wrath of God, or of the craft of subtlety of an enemy.

And one may picture to one's self how harmoniously the holy cursing of the Puritan of that day would have chimed in with the unholy cursing and the crackling wit of the Rochesters and Sedleys, and with the revilings of the political fanatics, if my imaginary plain dealer had gone on to say that, if the return of such misfortunes were ever rendered impossible, it would not be in virtue of the victory of the faith of Laud, or of that of Milton; and, as little, by the triumph of republicanism, as by that of monarchy. But that the one thing needful for compassing this end was, that the people of England should second the efforts of an insignificant corporation, the establishment of which, a few years before the epoch of the great plague and the great fire, had been as little noticed, as they were conspicuous.

Some twenty years before the outbreak of the plague a few calm and thoughtful students banded themselves together for the purpose, as they phrased it, of "improving natural knowledge." The ends they proposed to attain cannot be stated more clearly than in the words of one of the founders of the organisation:—

"Our business was (precluding matters of theology and state affairs) to discourse and consider of philosophical enquiries, and such as related thereunto:—as Physick, Anatomy, Geometry, Astronomy, Navigation, Staticks, Magneticks, Chymicks, Mechanicks and Natural Experiments; with the state of these studies and their cultivation at home and abroad. We then discoursed of the circulation of the blood, the valves in the veins, the venæ lacteæ, the lymphatic vessels, the Copernican hypothesis, the nature of comets and new stars, the satellites of Jupiter, the oval shape (as it then appeared) of Saturn, the spots on the sun and its turning on its own axis, the inequalities and selenography of the moon, the several phases of Venus and Mercury, the improvement of telescopes and grinding of glasses for that purpose, the weight of air, the possibility or impossibility of vacuities and nature's abhorrence thereof, the Torricellian experiment in quicksilver, the descent of heavy bodies and the degree of acceleration, therein, with divers other things of like nature, some of which were then but new discoveries, and others not so generally known and embraced as now they are; with other things appertaining to what hath been called the New Philosophy, which from the times of Galileo at Florence, and Sir Francis Bacon (Lord Verulam) in England, hath been much cultivated in Italy, France, Germany, and other parts abroad, as well as with us in England."

The learned Dr. Wallis, writing in 1696, narrates in these words, what happened half a century before, or about 1645. The associates met at Oxford, in the

rooms of Dr. Wilkins, who was destined to become a bishop; and subsequently coming together in London, they attracted the notice of the king. And it is a strange evidence of the taste for knowledge which the most obviously worthless of the Stuarts shared with his father and grandfather, that Charles the Second was not content with saying witty things about his philosophers, but did wise things with regard to them. For he not only bestowed upon them such attention as he could spare from his poodles and his mistresses, but, being in his usual state of impecuniosity, begged for them of the Duke of Ormond; and, that step being without effect, gave them Chelsea College, a charter, and a mace: crowning his favours in the best way they could be crowned, by burdening them no further with royal patronage or state interference.

Thus it was that the half-dozen young men, studious of the "New Philosophy," who met in one another's lodgings in Oxford or in London, in the middle of the seventeenth century, grew in numerical and in real strength, until, in its latter part, the "Royal Society for the Improvement of Natural Knowledge" had already become famous, and had acquired a claim upon the veneration of Englishmen, which it has ever since retained, as the principal focus of scientific activity in our islands, and the chief champion of the cause it was formed to support.

It was by the aid of the Royal Society that Newton published his "Principia." If all the books in the world, except the "Philosophical Transactions," were destroyed, it is safe to say that the founda-

tions of physical science would remain unshaken, and that the vast intellectual progress of the last two centuries would be largely, though incompletely, recorded. Nor have any signs of halting or of decrepitude manifested themselves in our own times. As in Dr. Wallis's days, so in these, "our business is, precluding theology and state affairs, to discourse and consider of philosophical enquiries." But our "Mathematick" is one which Newton would have to go to school to learn; our "Staticks, Mechanicks, Magneticks, Chymicks, and Natural Experiments" constitute a mass of physical and chemical knowledge, a glimpse at which would compensate Galileo for the doings of a score of inquisitorial cardinals; our "Physick" and "Anatomy" have embraced such infinite varieties of being, have laid open such new worlds in time and space, have grappled, not unsuccessfully, with such complex problems, that the eyes of Vesalius and of Harvey might be dazzled by the sight of the tree that has grown out of their grain of mustard seed.

The fact is perhaps rather too much, than too little, forced upon one's notice, nowadays, that all this marvellous intellectual growth has a no less wonderful expression in practical life; and that, in this respect, if in no other, the movement symbolised by the progress of the Royal Society stands without a parallel in the history of mankind.

A series of volumes as bulky as the "Transactions of the Royal Society" might possibly be filled with the subtle speculations of the Schoolmen; not improbably, the obtaining a mastery over the

products of mediæval thought might necessitate an even greater expenditure of time and of energy than the acquirement of the "New Philosophy;" but though such work engrossed the best intellects of Europe for a longer time than has elapsed since the great fire, its effects were "writ in water," so far as our social state is concerned.

On the other hand, if the noble first President of the Royal Society could revisit the upper air and once more gladden his eyes with a sight of the familiar mace, he would find himself in the midst of a material civilisation more different from that of his day, than that of the seventeenth was from that of the first century. And if Lord Brouncker's native sagacity had not deserted his ghost, he would need no long reflection to discover that all these great ships, these railways, these telegraphs, these factories, these printing-presses, without which the whole fabric of modern English society would collapse into a mass of stagnant and starving pauperism,—that all these pillars of our State are but the ripples and the bubbles upon the surface of that great spiritual stream, the springs of which only, he and his fellows were privileged to see; and seeing, to recognise as that which it behoved them above all things to keep pure and undefiled.

It may not be too great a flight of imagination to conceive our noble *revenant* not forgetful of the great troubles of his own day, and anxious to know how often London had been burned down since his time, and how often the plague had carried off its thousands. He would have to learn that, although

London contains tenfold the inflammable matter that it did in 1666; though, not content with filling our rooms with woodwork and light draperies, we must needs lead inflammable and explosive gases into every corner of our streets and houses, we never allow even a street to burn down. And if he asked how this had come about, we should have to explain that the improvement of natural knowledge has furnished us with dozens of machines for throwing water upon fires, any one of which would have furnished the ingenious Mr. Hooke, the first "curator and experimenter" of the Royal Society, with ample materials for discourse before half a dozen meetings of that body; and that, to say truth, except for the progress of natural knowledge, we should not have been able to make even the tools by which these machines are constructed. And, further, it would be necessary to add, that although severe fires sometimes occur and inflict great damage, the loss is very generally compensated by societies, the operations of which have been rendered possible only by the progress of natural knowledge in the direction of mathematics, and the accumulation of wealth in virtue of other natural knowledge.

But the plague? My Lord Brouncker's observation would not, I fear, lead him to think that Englishmen of the nineteenth century are purer in life, or more fervent in religious faith, than the generation which could produce a Boyle, an Evelyn, and a Milton. He might find the mud of society at the bottom, instead of at the top, but I fear that the sum total would be as deserving of swift judg-

ment as at the time of the Restoration. And it would be our duty to explain once more, and this time not without shame, that we have no reason to believe that it is the improvement of our faith, nor that of our morals, which keeps the plague from our city; but, again, that it is the improvement of our natural knowledge.

We have learned that pestilences will only take up their abode among those who have prepared unswept and ungarnished residences for them. Their cities must have narrow, unwatered streets, foul with accumulated garbage. Their houses must be ill-drained, ill-lighted, ill-ventilated. Their subjects must be ill-washed, ill-fed, ill-clothed. The London of 1665 was such a city. The cities of the East, where plague has an enduring dwelling, are such cities. We, in later times, have learned somewhat of Nature, and partly obey her. Because of this partial improvement of our natural knowledge and of that fractional obedience, we have no plague; because that knowledge is still very imperfect and that obedience yet incomplete, typhoid is our companion and cholera our visitor. But it is not presumptuous to express the belief that, when our knowledge is more complete and our obedience the expression of our knowledge, London will count her centuries of freedom from typhoid and cholera, as she now gratefully reckons her two hundred years of ignorance of that plague which swooped upon her thrice in the first half of the seventeenth century.

Surely, there is nothing in these explanations which is not fully borne out by the facts? Surely,

the principles involved in them are now admitted among the fixed beliefs of all thinking men? Surely, it is true that our countrymen are less subject to fire, famine, pestilence, and all the evils which result from a want of command over and due anticipation of the course of Nature, than were the countrymen of Milton; and health, wealth, and well-being are more abundant with us than with them? But no less certainly is the difference due to the improvement of our knowledge of Nature, and the extent to which that improved knowledge has been incorporated with the household words of men, and has supplied the springs of their daily actions.

Granting for a moment, then, the truth of that which the depreciators of natural knowledge are so fond of urging, that its improvement can only add to the resources of our material civilisation; admitting it to be possible that the founders of the Royal Society themselves looked for no other reward than this, I cannot confess that I was guilty of exaggeration when I hinted, that to him who had the gift of distinguishing between prominent events and important events, the origin of a combined effort on the part of mankind to improve natural knowledge might have loomed larger than the Plague and have outshone the glare of the Fire; as a something fraught with a wealth of beneficence to mankind, in comparison with which the damage done by those ghastly evils would shrink into insignificance.

It is very certain that for every victim slain by the plague, hundreds of mankind exist and find a fair share of happiness in the world by the aid of

the spinning jenny. And the great fire, at its worst, could not have burnt the supply of coal, the daily working of which, in the bowels of the earth, made possible by the steam pump, gives rise to an amount of wealth to which the millions lost in old London are but as an old song.

But spinning jenny and steam pump are, after all, but toys, possessing an accidental value; and natural knowledge creates multitudes of more subtle contrivances, the praises of which do not happen to be sung because they are not directly convertible into instruments for creating wealth. When I contemplate natural knowledge squandering such gifts among men, the only appropriate comparison I can find for her is, to liken her to such a peasant woman as one sees in the Alps, striding ever upward, heavily burdened, and with mind bent only on her home; but yet without effort and without thought, knitting for her children. Now stockings are good and comfortable things, and the children will undoubtedly be much the better for them; but surely it would be shortsighted, to say the least of it, to depreciate this toiling mother as a mere stocking-machine—a mere provider of physical comforts?

However, there are blind leaders of the blind, and not a few of them, who take this view of natural knowledge, and can see nothing in the bountiful mother of humanity but a sort of comfort-grinding machine. According to them, the improvement of natural knowledge always has been, and always must be, synonymous with no more than the

improvement of the material resources and the increase of the gratifications of men.

Natural knowledge is, in their eyes, no real mother of mankind, bringing them up with kindness, and, if need be, with sternness, in the way they should go, and instructing them in all things needful for their welfare; but a sort of fairy godmother, ready to furnish her pets with shoes of swiftness, swords of sharpness, and omnipotent Aladdin's lamps, so that they may have telegraphs to Saturn, and see the other side of the moon, and thank God they are better than their benighted ancestors.

If this talk were true, I, for one, should not greatly care to toil in the service of natural knowledge. I think I would just as soon be quietly chipping my own flint axe, after the manner of my forefathers a few thousand years back, as be troubled with the endless malady of thought which now infests us all, for such reward. But I venture to say that such views are contrary alike to reason and to fact. Those who discourse in such fashion seem to me to be so intent upon trying to see what is above Nature, or what is behind her, that they are blind to what stares them in the face in her.

I should not venture to speak thus strongly if my justification were not to be found in the simplest and most obvious facts,—if it needed more than an appeal to the most notorious truths to justify my assertion, that the improvement of natural knowledge, whatever direction it has taken, and however low the aims of those who may have commenced it—has not only conferred practical benefits

on men, but, in so doing, has effected a revolution in their conceptions of the universe and of themselves, and has profoundly altered their modes of thinking and their views of right and wrong. I say that natural knowledge, seeking to satisfy natural wants, has found the ideas which can alone still spiritual cravings. I say that natural knowledge, in desiring to ascertain the laws of comfort, has been driven to discover those of conduct, and to lay the foundations of a new morality.

Let us take these points separately; and first, what great ideas has natural knowledge introduced into men's minds?

I cannot but think that the foundations of all natural knowledge were laid when the reason of man first came face to face with the facts of Nature; when the savage first learned that the fingers of one hand are fewer than those of both; that it is shorter to cross a stream than to head it; that a stone stops where it is unless it be moved, and that it drops from the hand which lets it go; that light and heat come and go with the sun; that sticks burn away in a fire; that plants and animals grow and die; that if he struck his fellow savage a blow he would make him angry, and perhaps get a blow in return, while if he offered him a fruit he would please him, and perhaps receive a fish in exchange. When men had acquired this much knowledge, the outlines, rude though they were, of mathematics, of physics, of chemistry, of biology, of moral, economical, and political science, were sketched. Nor did the germ

of religion fail when science began to bud. Listen to words which, though new, are yet three thousand years old:—

> ". . . When in heaven the stars about the moon
> Look beautiful, when all the winds are laid,
> And every height comes out, and jutting peak
> And valley, and the immeasurable heavens
> Break open to their highest, and all the stars
> Shine, and the shepherd gladdens in his heart."[1]

If the half savage Greek could share our feelings thus far, it is irrational to doubt that he went further, to find as we do, that upon that brief gladness there follows a certain sorrow,—the little light of awakened human intelligence shines so mere a spark amidst the abyss of the unknown and unknowable; seems so insufficient to do more than illuminate the imperfections that cannot be remedied, the aspirations that cannot be realised, of man's own nature. But in this sadness, this consciousness of the limitation of man, this sense of an open secret which he cannot penetrate, lies the essence of all religion; and the attempt to embody it in the forms furnished by the intellect is the origin of the higher theologies.

Thus it seems impossible to imagine but that the foundations of all knowledge—secular or sacred—were laid when intelligence dawned, though the superstructure remained for long ages so slight and feeble as to be compatible with the existence of almost any general view respecting the mode of governance of the universe. No doubt, from the first, there were certain phænomena which, to the rudest

[1] Need it be said that this is Tennyson's English for Homer's Greek?

mind, presented a constancy of occurrence, and suggested that a fixed order ruled, at any rate, among them. I doubt if the grossest of Fetish worshippers ever imagined that a stone must have a god within it to make it fall, or that a fruit had a god within it to make it taste sweet. With regard to such matters as these, it is hardly questionable that mankind from the first took strictly positive and scientific views.

But, with respect to all the less familiar occurrences which present themselves, uncultured man, no doubt, has always taken himself as the standard of comparison, as the centre and measure of the world; nor could he well avoid doing so. And finding that his apparently uncaused will has a powerful effect in giving rise to many occurrences, he naturally enough ascribed other and greater events to other and greater volitions, and came to look upon the world and all that therein is, as the product of the volitions of persons like himself, but stronger, and capable of being appeased or angered, as he himself might be soothed or irritated. Through such conceptions of the plan and working of the universe all mankind have passed, or are passing. And we may now consider what has been the effect of the improvement of natural knowledge on the views of men who have reached this stage, and who have begun to cultivate natural knowledge with no desire but that of "increasing God's honour and bettering man's estate."

For example, what could seem wiser, from a mere material point of view, more innocent, from a theological one, to an ancient people, than that they

should learn the exact succession of the seasons, as warnings for their husbandmen; or the position of the stars, as guides to their rude navigators? But what has grown out of this search for natural knowledge of so merely useful a character? You all know the reply. Astronomy,—which of all sciences has filled men's minds with general ideas of a character most foreign to their daily experience, and has, more than any other, rendered it impossible for them to accept the beliefs of their fathers. Astronomy,—which tells them that this so vast and seemingly solid earth is but an atom among atoms, whirling, no man knows whither, through illimitable space; which demonstrates that what we call the peaceful heaven above us, is but that space, filled by an infinitely subtle matter whose particles are seething and surging, like the waves of an angry sea; which opens up to us infinite regions where nothing is known, or ever seems to have been known, but matter and force, operating according to rigid rules; which leads us to contemplate phænomena the very nature of which demonstrates that they must have had a beginning, and that they must have an end, but the very nature of which also proves that the beginning was, to our conceptions of time, infinitely remote, and that the end is as immeasurably distant.

But it is not alone those who pursue astronomy who ask for bread and receive ideas. What more harmless than the attempt to lift and distribute water by pumping it; what more absolutely and grossly utilitarian? Yet out of pumps grew the

discussions about Nature's abhorrence of a vacuum; and then it was discovered that Nature does not abhor a vacuum, but that air has weight; and that notion paved the way for the doctrine that all matter has weight, and that the force which produces weight is co-extensive with the universe,—in short, to the theory of universal gravitation and endless force. While learning how to handle gases led to the discovery of oxygen, and to modern chemistry, and to the notion of the indestructibility of matter.

Again, what simpler, or more absolutely practical, than the attempt to keep the axle of a wheel from heating when the wheel turns round very fast? How useful for carters and gig drivers to know something about this; and how good were it, if any ingenious person would find out the cause of such phænomena, and thence educe a general remedy for them. Such an ingenious person was Count Rumford; and he and his successors have landed us in the theory of the persistence, or indestructibility, of force. And in the infinitely minute, as in the infinitely great, the seekers after natural knowledge of the kinds called physical and chemical, have everywhere found a definite order and succession of events which seem never to be infringed.

And how has it fared with "Physick" and Anatomy? Have the anatomist, the physiologist, or the physician, whose business it has been to devote themselves assiduously to that eminently practical and direct end, the alleviation of the sufferings of mankind,—have they been able to confine their vision more absolutely to the strictly useful? I fear

they are the worst offenders of all. For if the astronomer has set before us the infinite magnitude of space, and the practical eternity of the duration of the universe; if the physical and chemical philosophers have demonstrated the infinite minuteness of its constituent parts, and the practical eternity of matter and of force; and if both have alike proclaimed the universality of a definite and predicable order and succession of events, the workers in biology have not only accepted all these, but have added more startling theses of their own. For, as the astronomers discover in the earth no centre of the universe, but an eccentric speck, so the naturalists find man to be no centre of the living world, but one amidst endless modifications of life; and as the astronomer observes the mark of practically endless time set upon the arrangements of the solar system so the student of life finds the records of ancient forms of existence peopling the world for ages, which, in relation to human experience, are infinite.

Furthermore, the physiologist finds life to be as dependent for its manifestation on particular molecular arrangements as any physical or chemical phænomenon; and wherever he extends his researches, fixed order and unchanging causation reveal themselves, as plainly as in the rest of Nature.

Nor can I find that any other fate has awaited the germ of Religion. Arising, like all other kinds of knowledge, out of the action and interaction of man's mind, with that which is not man's mind, it has taken the intellectual coverings of Fetishism

or Polytheism; of Theism or Atheism; of Superstition or Rationalism. With these, and their relative merits and demerits, I have nothing to do; but this it is needful for my purpose to say, that if the religion of the present differs from that of the past, it is because the theology of the present has become more scientific than that of the past; because it has not only renounced idols of wood and idols of stone, but begins to see the necessity of breaking in pieces the idols built up of books and traditions and fine-spun ecclesiastical cobwebs: and of cherishing the noblest and most human of man's emotions, by worship "for the most part of the silent sort" at the altar of the Unknown.

Such are a few of the new conceptions implanted in our minds by the improvement of natural knowledge. Men have acquired the ideas of the practically infinite extent of the universe and of its practical eternity; they are familiar with the conception that our earth is but an infinitesimal fragment of that part of the universe which can be seen; and that, nevertheless, its duration is, as compared with our standards of time, infinite. They have further acquired the idea that man is but one of innumerable forms of life now existing on the globe, and that the present existences are but the last of an immeasurable series of predecessors. Moreover, every step they have made in natural knowledge has tended to extend and rivet in their minds the conception of a definite order of the universe—which is embodied in what are called, by an unhappy metaphor, the laws of Nature—and to narrow the range and loosen the

force of men's belief in spontaneity, or in changes other than such as arise out of that definite order itself.

Whether these ideas are well or ill founded is not the question. No one can deny that they exist, and have been the inevitable outgrowth of the improvement of natural knowledge. And if so, it cannot be doubted that they are changing the form of men's most cherished and most important convictions.

And as regards the second point—the extent to which the improvement of natural knowledge has remodelled and altered what may be termed the intellectual ethics of men,—what are among the moral convictions most fondly held by barbarous and semi-barbarous people.

They are the convictions that authority is the soundest basis of belief; that merit attaches to a readiness to believe; that the doubting disposition is a bad one, and scepticism a sin; that when good authority has pronounced what is to be believed, and faith has accepted it, reason has no further duty. There are many excellent persons who yet hold by these principles, and it is not my present business, or intention, to discuss their views. All I wish to bring clearly before your minds is the unquestionable fact, that the improvement of natural knowledge is effected by methods which directly give the lie to all these convictions, and assume the exact reverse of each to be true.

The improver of natural knowledge absolutely

refuses to acknowledge authority, as such. For him, scepticism is the highest of duties; blind faith the one unpardonable sin. And it cannot be otherwise, for every great advance in natural knowledge has involved the absolute rejection of authority, the cherishing of the keenest scepticism, the annihilation of the spirit of blind faith; and the most ardent votary of science holds his firmest convictions, not because the men he most venerates hold them; not because their verity is testified by portents and wonders; but because his experience teaches him that whenever he chooses to bring these convictions into contact with their primary source, Nature—whenever he thinks fit to test them by appealing to experiment and to observation—Nature will confirm them. The man of science has learned to believe in justification, not by faith, but by verification.

Thus, without for a moment pretending to despise the practical results of the improvement of natural knowledge, and its beneficial influence on material civilisation, it must, I think, be admitted that the great ideas, some of which I have indicated, and the ethical spirit which I have endeavoured to sketch, in the few moments which remained at my disposal, constitute the real and permanent significance of natural knowledge.

If these ideas be destined, as I believe they are, to be more and more firmly established as the world grows older; if that spirit be fated, as I believe it is, to extend itself into all departments of human thought, and to become co-extensive with the range of knowledge; if, as our race approaches its maturity,

it discovers, as I believe it will, that there is but one kind of knowledge and but one method of acquiring it; then we, who are still children, may justly feel it our highest duty to recognise the advisableness of improving natural knowledge, and so to aid ourselves and our successors in our course towards the noble goal which lies before mankind.

A LIBERAL EDUCATION; AND WHERE TO FIND IT

[1868]

The business which the South London Working Men's College has undertaken is a great work; indeed, I might say, that Education, with which that college proposes to grapple, is the greatest work of all those which lie ready to a man's hand just at present.

And, at length, this fact is becoming generally recognised. You cannot go anywhere without hearing a buzz of more or less confused and contradictory talk on this subject—nor can you fail to notice that, in one point at any rate, there is a very decided advance upon like discussions in former days. Nobody outside the agricultural interest now dares to say that education is a bad thing. If any representative of the once large and powerful party, which, in former days, proclaimed this opinion, still exists in the semi-fossil state, he keeps his thoughts to himself. In fact, there is a chorus of voices, almost distressing in their harmony, raised in favour of the doctrine that education is the great panacea for human troubles, and that, if the country is not shortly to go to the dogs, everybody must be educated.

The politicians tell us, "You must educate the masses because they are going to be masters."

The clergy join in the cry for education, for they affirm that the people are drifting away from church and chapel into the broadest infidelity. The manufacturers and the capitalists swell the chorus lustily. They declare that ignorance makes bad workmen; that England will soon be unable to turn out cotton goods, or steam engines, cheaper than other people; and then, Ichabod! Ichabod! the glory will be departed from us. And a few voices are lifted up in favour of the doctrine that the masses should be educated because they are men and women with unlimited capacities of being, doing, and suffering, and that it is as true now, as it ever was, that the people perish for lack of knowledge.

These members of the minority, with whom I confess I have a good deal of sympathy, are doubtful whether any of the other reasons urged in favour of the education of the people are of much value—whether, indeed, some of them are based upon either wise or noble grounds of action. They question if it be wise to tell people that you will do for them, out of fear of their power, what you have left undone, so long as your only motive was compassion for their weakness and their sorrows. And, if ignorance of everything which it is needful a ruler should know is likely to do so much harm in the governing classes of the future, why is it, they ask reasonably enough, that such ignorance in the governing classes of the past has not been viewed with equal horror?

Compare the average artisan and the average country squire, and it may be doubted if you will find a pin to choose between the two in point of

ignorance, class feeling, or prejudice. It is true that the ignorance is of a different sort—that the class feeling is in favour of a different class—and that the prejudice has a distinct savour of wrong-headedness in each case—but it is questionable if the one is either a bit better, or a bit worse, than the other. The old protectionist theory is the doctrine of trades unions as applied by the squires, and the modern trades unionism is the doctrine of the squires applied by the artisans. Why should we be worse off under one *régime* than under the other?

Again, this sceptical minority asks the clergy to think whether it is really want of education which keeps the masses away from their ministrations—whether the most completely educated men are not as open to reproach on this score as the workmen; and whether, perchance, this may not indicate that it is not education which lies at the bottom of the matter?

Once more, these people, whom there is no pleasing, venture to doubt whether the glory which rests upon being able to undersell all the rest of the world, is a very safe kind of glory—whether we may not purchase it too dear; especially if we allow education, which ought to be directed to the making of men, to be diverted into a process of manufacturing human tools, wonderfully adroit in the exercise of some technical industry, but good for nothing else.

And, finally, these people inquire whether it is the masses alone who need a reformed and improved education. They ask whether the richest of our

public schools might not well be made to supply knowledge, as well as gentlemanly habits, a strong class feeling, and eminent proficiency in cricket. They seem to think that the noble foundations of our old universities are hardly fulfilling their functions in their present posture of half-clerical seminaries, half race-courses, where men are trained to win a senior wranglership, or a double-first, as horses are trained to win a cup, with as little reference to the needs of after-life in the case of a man as in that of the racer. And, while as zealous for education as the rest, they affirm that, if the education of the richer classes were such as to fit them to be the leaders and the governors of the poorer; and, if the education of the poorer classes were such as to enable them to appreciate really wise guidance and good governance, the politicians need not fear mob-law, nor the clergy lament their want of flocks, nor the capitalist prognosticate the annihilation of the prosperity of the country.

Such is the diversity of opinion upon the why and the wherefore of education. And my hearers will be prepared to expect that the practical recommendations which are put forward are not less discordant. There is a loud cry for compulsory education. We English, in spite of constant experience to the contrary, preserve a touching faith in the efficacy of acts of Parliament; and I believe we should have compulsory education in the course of next session, if there were the least probability that half a dozen leading statesmen of different parties would agree what that education should be.

Some hold that education without theology is worse than none. Others maintain, quite as strongly, that education with theology is in the same predicament. But this is certain, that those who hold the first opinion can by no means agree what theology should be taught; and that those who maintain the second are in a small minority.

At any rate "make people learn to read, write, and cipher," say a great many; and the advice is undoubtedly sensible as far as it goes. But, as has happened to me in former days, those who, in despair of getting anything better, advocate this measure, are met with the objection that it is very like making a child practise the use of a knife, fork, and spoon, without giving it a particle of meat. I really don't know what reply is to be made to such an objection.

But it would be unprofitable to spend more time in disentangling, or rather in showing up the knots in, the ravelled skeins of our neighbors. Much more to the purpose is it to ask if we possess any clue of our own which may guide us among these entanglements. And by way of a beginning, let us ask ourselves—What is education? Above all things, what is our ideal of a thoroughly liberal education?—of that education which, if we could begin life again, we would give ourselves—of that education which, if we could mould the fates to our own will, we would give our children? Well, I know not what may be your conceptions upon this matter, but I will tell you mine, and I hope I shall find that our views are not very discrepant.

Suppose it were perfectly certain that the life and fortune of every one of us would, one day or other, depend upon his winning or losing a game of chess. Don't you think that we should all consider it to be a primary duty to learn at least the names and the moves of the pieces; to have a notion of a gambit, and a keen eye for all the means of giving and getting out of check? Do you not think that we should look with a disapprobation amounting to scorn, upon the father who allowed his son, or the state which allowed its members, to grow up without knowing a pawn from a knight?

Yet it is a very plain and elementary truth, that the life, the fortune, and the happiness of every one of us, and, more or less, of those who are connected with us, do depend upon our knowing something of the rules of a game infinitely more difficult and complicated than chess. It is a game which has been played for untold ages, every man and woman of us being one of the two players in a game of his or her own. The chess-board is the world, the pieces are the phænomena of the universe, the rules of the game are what we call the laws of Nature. The player on the other side is hidden from us. We know that his play is always fair, just and patient. But also we know, to our cost, that he never overlooks a mistake, or makes the smallest allowance for ignorance. To the man who plays well, the highest stakes are paid, with that sort of overflowing generosity with which the strong shows delight in strength. And one who plays ill is checkmated—without haste, but without remorse.

My metaphor will remind some of you of the famous picture in which Retzsch has depicted Satan playing at chess with man for his soul. Substitute for the mocking fiend in that picture a calm, strong angel who is playing for love, as we say, and would rather lose than win—and I should accept it as an image of human life.

Well, what I mean by Education is learning the rules of this mighty game. In other words, education is the instruction of the intellect in the laws of Nature, under which name I include not merely things and their forces, but man and their ways; and the fashioning of the affections and of the will into an earnest and loving desire to move in harmony with those laws. For me, education means neither more nor less than this. Anything which professes to call itself education must be tried by this standard, and if it fails to stand the test, I will not call it education, whatever may be the force of authority, or of numbers, upon the other side.

It is important to remember that, in strictness, there is no such thing as an uneducated man. Take an extreme case. Suppose that an adult man, in the full vigour of his faculties, could be suddenly placed in the world, as Adam is said to have been, and then left to do as he best might. How long would he be left uneducated? Not five minutes. Nature would begin to teach him, through the eye, the ear, the touch, the properties of objects. Pain and pleasure would be at his elbow telling him to do this and avoid that; and by slow degrees the man would receive an education which, if narrow, would

be thorough, real, and adequate to his circumstances, though there would be no extras and very few accomplishments.

And if to this solitary man entered a second Adam, or, better still, an Eve, a new and greater world, that of social and moral phenomena, would be revealed. Joys and woes, compared with which all others might seem but faint shadows, would spring from the new relations. Happiness and sorrow would take the place of the coarser monitors, pleasure and pain; but conduct would still be shaped by the observation of the natural consequences of actions; or, in other words, by the laws of the nature of man.

To every one of us the world was once as fresh and new as to Adam. And then, long before we were susceptible of any other modes of instruction, Nature took us in hand, and every minute of waking life brought its educational influence, shaping our actions into rough accordance with Nature's laws, so that we might not be ended untimely by too gross disobedience. Nor should I speak of this process of education as past for any one, be he as old as he may. For every man the world is as fresh as it was at the first day, and as full of untold novelties for him who has the eyes to see them. And Nature is still continuing her patient education of us in that great university, the universe, of which we are all members—Nature having no Test-Acts.

Those who take honours in Nature's university, who learn the laws which govern men and things and obey them, are the really great and successful men in this world. The great mass of mankind are the

"Poll," who pick up just enough to get through without much discredit. Those who won't learn at all are plucked; and then you can't come up again. Nature's pluck means extermination.

Thus the question of compulsory education is settled so far as Nature is concerned. Her bill on that question was framed and passed long ago. But, like all compulsory legislation, that of Nature is harsh and wasteful in its operation. Ignorance is visited as sharply as wilful disobedience—incapacity meets with the same punishment as crime. Nature's discipline is not even a word and a blow, and the blow first; but the blow without the word. It is left to you to find out why your ears are boxed.

The object of what we commonly call education—that education in which man intervenes and which I shall distinguish as artificial education—is to make good these defects in Nature's methods; to prepare the child to receive Nature's education, neither incapably nor ignorantly, nor with wilful disobedience; and to understand the preliminary symptoms of her pleasure, without waiting for the box on the ear. In short, all artificial education ought to be an anticipation of natural education. And a liberal education is an artificial education which has not only prepared a man to escape the great evils of disobedience to natural laws, but has trained him to appreciate and to seize upon the rewards, which Nature scatters with as free a hand as her penalties.

That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and

pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of Nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of Nature or of art, to hate all vileness, and to respect others as himself.

Such an one and no other, I conceive, has had a liberal education; for he is, as completely as a man can be, in harmony with Nature. He will make the best of her, and she of him. They will get on together rarely; she as his ever beneficent mother; he as her mouthpiece, her conscious self, her minister and interpreter.

Where is such an education as this to be had? Where is there any approximation to it? Has any one tried to found such an education? Looking over the length and breadth of these islands, I am afraid that all these questions must receive a negative answer. Consider our primary schools and what is taught in them. A child learns—

1. To read, write, and cipher, more or less well; but in a very large proportion of cases not so well as to take pleasure in reading, or to be able to write the commonest letter properly.

2. A quantity of dogmatic theology, of which the child, nine times out of ten, understands next to nothing.

3. Mixed up with this, so as to seem to stand or fall with it, a few of the broadest and simplest principles of morality. This, to my mind, is much as if a man of science should make the story of the fall of the apple in Newton's garden an integral part of the doctrine of gravitation, and teach it as of equal authority with the law of the inverse squares.

4. A good deal of Jewish history and Syrian geography, and perhaps a little something about English history and the geography of the child's own country. But I doubt if there is a primary school in England in which hangs a map of the hundred in which the village lies, so that the children may be practically taught by it what a map means.

5. A certain amount of regularity, attentive obedience, respect for others: obtained by fear, if the master be incompetent or foolish; by love and reverence, if he be wise.

So far as this school course embraces a training in the theory and practice of obedience to the moral laws of Nature, I gladly admit, not only that it contains a valuable educational element, but that, so far, it deals with the most valuable and important part of all education. Yet, contrast what is done in this direction with what might be done; with the time given to matters of comparatively no importance; with the absence of any attention to things of the highest moment; and one is tempted to think of

Falstaff's bill and "the halfpenny worth of bread to all that quantity of sack."

Let us consider what a child thus "educated" knows, and what it does not know. Begin with the most important topic of all—morality, as the guide of conduct. The child knows well enough that some acts meet with approbation and some with disapprobation. But it has never heard that there lies in the nature of things a reason for every moral law, as cogent and as well defined as that which underlies every physical law; that stealing and lying are just as certain to be followed by evil consequences, as putting your hand in the fire, or jumping out of a garret window. Again, though the scholar may have been made acquainted, in dogmatic fashion, with the broad laws of morality, he has had no training in the application of those laws to the difficult problems which result from the complex conditions of modern civilisation. Would it not be very hard to expect any one to solve a problem in conic sections who had merely been taught the axioms and definitions of mathematical science?

A workman has to bear hard labour, and perhaps privation, while he sees others rolling in wealth, and feeding their dogs with what would keep his children from starvation. Would it not be well to have helped that man to calm the natural promptings of discontent by showing him, in his youth, the necessary connection of the moral law which prohibits stealing with the stability of society—by proving to him, once for all, that it is better for his own people, better for himself, better for future generations, that he should

starve than steal? If you have no foundation of knowledge, or habit of thought, to work upon, what chance have you of persuading a hungry man that a capitalist is not a thief "with a circumbendibus"? And if he honestly believes that, of what avail is it to quote the commandment against stealing, when he proposes to make the capitalist disgorge?

Again, the child learns absolutely nothing of the history or the political organisation of his own country. His general impression is, that everything of much importance happened a very long while ago; and that the Queen and the gentlefolks govern the country much after the fashion of King David and the elders and nobles of Israel—his sole models. Will you give a man with this much information a vote? In easy times he sells it for a pot of beer. Why should he not? It is of about as much use to him as a chignon, and he knows as much what to do with it, for any other purpose. In bad times, on the contrary, he applies his simple theory of government, and believes that his rulers are the cause of his sufferings—a belief which sometimes bears remarkable practical fruits.

Least of all, does the child gather from this primary "education" of ours a conception of the laws of the physical world, or of the relations of cause and effect therein. And this is the more to be lamented, as the poor are especially exposed to physical evils, and are more interested in removing them than any other class of the community. If any one is concerned in knowing the ordinary laws of mechanics one would think it is the hand-labourer, whose daily

toil lies among levers and pulleys; or among the other implements of artisan work. And if any one is interested in the laws of health, it is the poor workman, whose strength is wasted by ill-prepared food, whose health is sapped by bad ventilation and bad drainage, and half whose children are massacred by disorders which might be prevented. Not only does our present primary education carefully abstain from hinting to the workman that some of his greatest evils are traceable to mere physical agencies, which could be removed by energy, patience, and frugality; but it does worse—it renders him, so far as it can, deaf to those who could help him, and tries to substitute an Oriental submission to what is falsely declared to be the will of God, for his natural tendency to strive after a better condition.

What wonder, then, if very recently an appeal has been made to statistics for the profoundly foolish purpose of showing that education is of no good—that it diminishes neither misery nor crime among the masses of mankind? I reply, why should the thing which has been called education do either the one or the other? If I am a knave or a fool, teaching me to read and write won't make me less of either one or the other—unless somebody shows me how to put my reading and writing to wise and good purposes.

Suppose any one were to argue that medicine is of no use, because it could be proved statistically, that the percentage of deaths was just the same among people who had been taught how to open a medicine chest, and among those who did not so much as know

the key by sight. The argument is absurd; but it is not more preposterous than that against which I am contending. The only medicine for suffering, crime, and all the other woes of mankind, is wisdom. Teach a man to read and write, and you have put into his hands the great keys of the wisdom box. But it is quite another matter whether he ever opens the box or not. And he is as likely to poison as to cure himself, if, without guidance, he swallows the first drug that comes to hand. In these times a man may as well be purblind, as unable to read—lame, as unable to write. But I protest that, if I thought the alternative were a necessary one, I would rather that the children of the poor should grow up ignorant of both these mighty arts, than that they should remain ignorant of that knowledge to which these arts are means.

It may be said that all these animadversions may apply to primary schools, but that the higher schools, at any rate, must be allowed to give a liberal education. In fact they professedly sacrifice everything else to this object.

Let us inquire into this matter. What do the higher schools, those to which the great middle class of the country sends its children, teach, over and above the instruction given in the primary schools? There is a little more reading and writing of English. But, for all that, every one knows that it is a rare thing to find a boy of the middle or upper classes who can read aloud decently, or who can put his thoughts on paper in clear and gram-

matical (to say nothing of good or elegant) language. The "ciphering" of the lower schools expands into elementary mathematics in the higher; into arithmetic, with a little algebra, a little Euclid. But I doubt if one boy in five hundred has ever heard the explanation of a rule of arithmetic, or knows his Euclid otherwise than by rote.

Of theology, the middle class schoolboy gets rather less than poorer children, less absolutely and less relatively, because there are so many other claims upon his attention. I venture to say that, in the great majority of cases, his ideas on this subject when he leaves school are of the most shadowy and vague description, and associated with painful impressions of the weary hours spent in learning collects and catechism by heart.

Modern geography, modern history, modern literature; the English language as a language; the whole circle of the sciences, physical, moral and social, are even more completely ignored in the higher than in the lower schools. Up till within a few years back, a boy might have passed through any one of the great public schools with the greatest distinction and credit, and might never so much as have heard of one of the subjects I have just mentioned. He might never have heard that the earth goes round the sun; that England underwent a great revolution in 1688, and France another in 1789; that there once lived certain notable men called Chaucer, Shakespeare, Milton, Voltaire, Goethe, Schiller. The first might be a German and the last an Englishman for anything he could tell you to the contrary.

And as for Science, the only idea the word would suggest to this mind would be dexterity in boxing.

I have said that this was the state of things a few years back, for the sake of the few righteous who are to be found among the educational cities of the plain. But I would not have you too sanguine about the result, if you sound the minds of the existing generation of public schoolboys, on such topics as those I have mentioned.

Now let us pause to consider this wonderful state of affairs; for the time will come when Englishmen will quote it as the stock example of the stolid stupidity of their ancestors in the nineteenth century. The most thoroughly commercial people, the greatest voluntary wanderers and colonists the world has ever seen, are precisely the middle class of this country. If there be a people which has been busy making history on the great scale for the last three hundred years—and the most profoundly interesting history—history which, if it happened to be that of Greece or Rome, we should study with avidity—it is the English. If there be a people which, during the same period, has developed a remarkable literature, it is our own. If there be a nation whose prosperity depends absolutely and wholly upon their mastery over the forces of Nature, upon their intelligent apprehension of, and obedience to the laws of the creation and distribution of wealth, and of the stable equilibrium of the forces of society, it is precisely this nation. And yet this is what these wonderful people tell their sons:—"At the cost of from one to two thousand pounds of our hard-earned money,

we devote twelve of the most precious years of your lives to school. There you shall toil, or be supposed to toil; but there you shall not learn one single thing of all those you will most want to know directly you leave school and enter upon the practical business of life. You will in all probability go into business, but you shall not know where, or how, any article of commerce is produced, or the difference between an export or an import, or the meaning of the word 'capital.' You will very likely settle in a colony, but you shall not know whether Tasmania is part of New South Wales, or *vice versa*.

"Very probably you may become a manufacturer, but you shall not be provided with the means of understanding the working of one of your own steam-engines, or the nature of the raw products you employ; and, when you are asked to buy a patent, you shall not have the slightest means of judging whether the inventor is an impostor who is contravening the elementary principles of science, or a man who will make you as rich as Crœsus.

"You will very likely get into the House of Commons. You will have to take your share in making laws which may prove a blessing or a curse to millions of men. But you shall not hear one word respecting the political organisation of your country; the meaning of the controversy between free-traders and protectionists shall never have been mentioned to you; you shall not so much as know that there are such things as economical laws.

"The mental power which will be of most importance in your daily life will be the power of seeing

things as they are without regard to authority; and of drawing accurate general conclusions from particular facts. But at school and at college you shall know of no source of truth but authority; nor exercise your reasoning faculty upon anything but deduction from that which is laid down by authority.

"You will have to weary your soul with work, and many a time eat your bread in sorrow and in bitterness, and you shall not have learned to take refuge in the great source of pleasure without alloy, the serene resting-place for worn human nature,—the world of art."

Said I not rightly that we are a wonderful people? I am quite prepared to allow, that education entirely devoted to these omitted subjects might not be a completely liberal education. But is an education which ignores them all a liberal education? Nay, is it too much to say that the education which should embrace these subjects and no others would be a real education, though an incomplete one; while an education which omits them is really not an education at all, but a more or less useful course of intellectual gymnastics?

For what does the middle-class school put in the place of all these things which are left out? It substitutes what is usually comprised under the compendious title of the "classics"—that is to say, the languages, the literature, and the history of the ancient Greeks and Romans, and the geography of so much of the world as was known to these two great nations of antiquity. Now, do not expect me to depreciate the earnest and enlightened pursuit of

classical learning. I have not the least desire to speak ill of such occupations, nor any sympathy with them who run them down. On the contrary, if my opportunities had lain in that direction, there is no investigation into which I could have thrown myself with greater delight than that of antiquity.

What science can present greater attractions than philology? How can a lover of literary excellence fail to rejoice in the ancient masterpieces? And with what consistency could I, whose business lies so much in the attempt to decipher the past, and to build up intelligible forms out of the scattered fragments of long-extinct beings, fail to take a sympathetic, though an unlearned, interest in the labours of a Niebuhr, a Gibbon, or a Grote? Classical history is a great section of the paleontology of man; and I have the same double respect for it as for other kinds of paleontology—that is to say, a respect for the facts which it establishes as for all facts, and a still greater respect for it as a preparation for the discovery of a law of progress.

But if the classics were taught as they might be taught—if boys and girls were instructed in Greek and Latin, not merely as languages, but as illustrations of philological science; if a vivid picture of life on the shores of the Mediterranean two thousand years ago were imprinted on the minds of scholars; if ancient history were taught, not as a weary series of feuds and fights, but traced to its causes in such men placed under such conditions; if, lastly, the study of the classical books were followed in such a manner as to impress boys with their beauties, and

with the grand simplicity of their statement of the everlasting problems of human life, instead of with their verbal and grammatical peculiarities; I still think it as little proper that they should form the basis of a liberal education for our contemporaries, as I should think it fitting to make that sort of paleontology with which I am familiar the back-bone of modern education.

It is wonderful how close a parallel to classical training could be made out of that paleontology to which I refer. In the first place I could get up an osteological primer so arid, so pedantic in its terminology, so altogether distasteful to the youthful mind, as to beat the recent famous production of the head-masters out of the field in all these excellencies. Next, I could exercise my boys upon easy fossils, and bring out all their powers of memory and all their ingenuity in the application of my osteo-grammatical rules to the interpretation, or construing, of those fragments. To those who had reached the higher classes, I might supply odd bones to be built up into animals, giving great honour and reward to him who succeeded in fabricating monsters most entirely in accordance with the rules. That would answer to verse-making and essay-writing in the dead languages.

To be sure, if a great comparative anatomist were to look at these fabrications he might shake his head, or laugh. But what then? Would such a catastrophe destroy the parallel? What, think you, would Cicero, or Horace, say to the production of the best sixth form going? And would not Terence stop his ears and run out if he could be present at an English

performance of his own plays? Would *Hamlet*, in the mouths of a set of French actors, who should insist on pronouncing English after the fashion of their own tongue, be more hideously ridiculous?

But it will be said that I am forgetting the beauty, and the human interest, which appertain to classical studies. To this I reply that it is only a very strong man who can appreciate the charms of a landscape as he is toiling up a steep hill, along a bad road. What with short-windedness, stones, ruts, and a pervading sense of the wisdom of rest and be thankful, most of us have little enough sense of the beautiful under these circumstances. The ordinary schoolboy is precisely in this case. He finds Parnassus uncommonly steep, and there is no chance of his having much time or inclination to look about him till he gets to the top. And nine times out of ten he does not get to the top.

But if this be a fair picture of the results of classical teaching at its best—and I gather from those who have authority to speak on such matters that it is so—what is to be said of classical teaching at its worst, or in other words, of the classics of our ordinary middle-class schools?[1] I will tell you. It means getting up endless forms and rules by heart. It means turning Latin and Greek into English, for the mere sake of being able to do it, and without the smallest regard to the worth, or worthlessness, of the author read. It means the learning of innumerable, not always decent, fables in such a shape that

[1] For a justification of what is here said about these schools, see that valuable book, *Essays on a Liberal Education, passim.*

the meaning they once had is dried up into utter trash; and the only impression left upon a boy's mind is, that the people who believed such things must have been the greatest idiots the world ever saw. And it means, finally, that after a dozen years spent at this kind of work, the sufferer shall be incompetent to interpret a passage in an author he has not already got up; that he shall loathe the sight of a Greek or Latin book; and that he shall never open, or think of, a classical writer again, until, wonderful to relate, he insists upon submitting his sons to the same process.

These be your gods, O Israel! For the sake of this net result (and respectability) the British father denies his children all the knowledge they might turn to account in life, not merely for the achievement of vulgar success, but for guidance in the great crises of human existence. This is the stone he offers to those whom he is bound by the strongest and tenderest ties to feed with bread.

If primary and secondary education are in this unsatisfactory state, what is to be said to the universities? This is an awful subject, and one I almost fear to touch with my unhallowed hands; but I can tell you what those say who have authority to speak.

The Rector of Lincoln College, in his lately published valuable *Suggestions for Academical Organisation with especial reference to Oxford* tells us (p. 127):—

"The colleges were, in their origin, endowments, not for the elements of a general liberal education,

but for the prolonged study of special and professional faculties by men of riper age. The universities embraced both these objects. The colleges, while they incidentally aided in elementary education, were specially devoted to the highest learning. . . .

"This was the theory of the middle-age university and the design of collegiate foundations in their origin. Time and circumstances have brought about a total change. The colleges no longer promote the researches of science, or direct professional study. Here and there college walls may shelter an occasional student, but not in larger proportions than may be found in private life. Elementary teaching of youths under twenty is now the only function performed by the university, and almost the only object of college endowments. Colleges were homes for the life-study of the highest and most abstruse parts of knowledge. They have become boarding schools in which the elements of the learned languages are taught to youths."

If Mr. Pattison's high position, and his obvious love and respect for his university, be insufficient to convince the outside world that language so severe is yet no more than just, the authority of the Commissioners who reported on the University of Oxford in 1850 is open to no challenge. Yet they write:—

"It is generally acknowledged that both Oxford and the country at large suffer greatly from the absence of a body of learned men devoting their lives to the cultivation of science, and to the direction of academical education.

"The fact that so few books of profound research

emanate from the University of Oxford, materially impairs its character as a seat of learning, and consequently its hold on the respect of the nation."

Cambridge can claim no exemption from the reproaches addressed to Oxford. And thus there seems no escape from the admission that what we fondly call our great seats of learning are simply "boarding schools" for bigger boys; that learned men are not more numerous in them than out of them; that the advancement of knowledge is not the object of fellows of colleges; that, in the philosophic calm and meditative stillness of their greenswarded courts philosophy does not thrive, and meditation bears few fruits.

It is my great good fortune to reckon amongst my friends resident members of both universities, who are men of learning and research, zealous cultivators of science, keeping before their minds a noble ideal of a university, and doing their best to make that ideal a reality; and, to me they would necessarily typify the universities, did not the authoritative statements I have quoted compel me to believe that they are exceptional, and not representative men. Indeed, upon calm consideration, several circumstances lead me to think that the Rector of Lincoln College and the Commissioners cannot be far wrong.

I believe there can be no doubt that the foreigner who should wish to become acquainted with the scientific, or the literary, activity of modern England, would simply lose his time and his pains if he visited our universities with that object.

And, as for works of profound research on any subject, and, above all, in that classical lore for which the universities profess to sacrifice almost everything else, why, a third-rate, poverty-stricken German university turns out more produce of that kind in one year, than our vast and wealthy foundations elaborate in ten.

Ask the man who is investigating any question, profoundly and thoroughly—be it historical, philosophical, philological, physical, literary, or theological; who is trying to make himself master of any abstract subject (except, perhaps, political economy and geology, both of which are intensely Anglican sciences), whether he is not compelled to read half a dozen times as many German as English books? And whether, of these English books, more than one in ten is the work of a fellow of a college, or a professor of an English university?

Is this from any lack of power in the English as compared with the German mind? The countrymen of Grote and of Mill, of Faraday, of Robert Brown, of Lyell and of Darwin, to go no farther back than the contemporaries of men of middle age, can afford to smile at such a suggestion. England can show now, as she has been able to show in every generation since civilisation spread over the West, individual men who hold their own against the world, and keep alive the old tradition of her intellectual eminence.

But, in the majority of cases, these men are what they are in virtue of their native intellectual force, and of a strength of character which will not recognise impediments. They are not trained in the courts of

the Temple of Science, but storm the walls of that edifice in all sorts of irregular ways, and with much loss of time and power, in order to obtain their legitimate positions.

Our universities not only do not encourage such men; do not offer them positions, in which it should be their highest duty to do, thoroughly, that which they are most capable of doing; but, as far as possible, university training shuts out of the minds of those among them, who are subjected to it, the prospect that there is anything in the world for which they are specially fitted. Imagine the success of the attempt to still the intellectual hunger of any of the men I have mentioned, by putting before him, as the object of existence, the successful mimicry of the measure of a Greek song, or the roll of Ciceronian prose! Imagine how much success would be likely to attend the attempt to persuade such men that the education which leads to perfection in such elegancies is alone to be called culture; while the facts of history, the process of thought, the conditions of moral and social existence, and the laws of physical nature are left to be dealt with as they may by outside barbarians!

It is not thus that the German universities, from being beneath notice a century ago, have become what they are now—the most intensely cultivated and the most productive intellectual corporations the world has ever seen.

The student who repairs to them sees in the list of classes and of professors a fair picture of the world of knowledge. Whatever he needs to know there is

some one ready to teach him, some one competent to discipline him in the way of learning; whatever his special bent, let him but be able and diligent, and in due time he shall find distinction and a career. Among his professors, he sees men whose names are known and revered throughout the civilised world; and their living example infects him with a noble ambition, and a love for the spirit of work.

The Germans dominate the intellectual world by virtue of the same simple secret as that which made Napoleon the master of old Europe. They have declared *la carrière ouverte aux talents*, and every Bursch marches with a professor's gown in his knapsack. Let him become a great scholar, or man of science, and ministers will compete for his services. In Germany, they do not leave the chance of his holding the office he would render illustrious to the tender mercies of a hot canvass, and the final wisdom of a mob of country parsons.

In short, in Germany, the universities are exactly what the Rector of Lincoln and the Commissioners tell us the English universities are not; that is to say, corporations "of learned men devoting their lives to the cultivation of science, and the direction of academical education." They are not "boarding schools for youths," nor clerical seminaries; but institutions for the higher culture of men, in which the theological faculty is of no more importance or prominence, than the rest; and which are truly "universities," since they strive to represent and embody the totality of human knowledge, and to find room for all forms of intellectual activity.

May zealous and clear-headed reformers like Mr. Pattison succeed in their noble endeavours to shape our universities towards some such ideal as this, without losing what is valuable and distinctive in their social tone! But until they have succeeded, a liberal education will be no more obtainable in our Oxford and Cambridge Universities than in our public schools.

If I am justified in my conception of the ideal of a liberal education; and if what I have said about the existing educational institutions of the country is also true, it is clear that the two have no sort of relation to one another; that the best of our schools and the most complete of our university trainings give but a narrow, one-sided, and essentially illiberal education—while the worst give what is really next to no education at all. The South London Working-Men's College could not copy any of these institutions if it would; I am bold enough to express the conviction that it ought not if it could.

For what is wanted is the reality and not the mere name of a liberal education; and this College must steadily set before itself the ambition to be able to give that education sooner or later. At present we are but beginning, sharpening our educational tools, as it were, and, except a modicum of physical science, we are not able to offer much more than is to be found in an ordinary school.

Moral and social science—one of the greatest and most fruitful of our future classes, I hope—at present lacks only one thing in our programme, and

that is a teacher. A considerable want, no doubt; but it must be recollected that it is much better to want a teacher than to want the desire to learn.

Further, we need what, for want of a better name, I must call Physical Geography. What I mean is that which the Germans call "*Erdkunde*." It is a description of the earth, of its place and relation to other bodies; of its general structure, and of its great features—winds, tides, mountains, plains, of the chief forms of the vegetable and animal worlds, of the varieties of man. It is the peg upon which the greatest quantity of useful and entertaining scientific information can be suspended.

Literature is not upon the College programme; but I hope some day to see it there. For literature is the greatest of all sources of refined pleasure, and one of the great uses of a liberal education is to enable us to enjoy that pleasure. There is scope enough for the purposes of liberal education in the study of the rich treasures of our own language alone. All that is needed is direction, and the cultivation of a refined taste by attention to sound criticism. But there is no reason why French and German should not be mastered sufficiently to read what is worth reading in those languages with pleasure and with profit.

And finally, by and by, we must have History; treated not as a succession of battles and dynasties; not as a series of biographies; not as evidence that Providence has always been on the side of either Whigs or Tories; but as the development of man in times past, and in other conditions than our own.

But, as it is one of the principles of our College to be self-supporting, the public must lead, and we must follow, in these matters. If my hearers take to heart what I have said about liberal education, they will desire these things, and I doubt not we shall be able to supply them. But we must wait till the demand is made.

SCIENTIFIC EDUCATION: NOTES OF AN AFTER-DINNER SPEECH

[1869]

[MR. THACKERAY, talking of after-dinner speeches, has lamented that "one never can recollect the fine things one thought of in the cab," in going to the place of entertainment. I am not aware that there are any "fine things" in the following pages, but such as there are stand to a speech which really did get itself spoken, at the hospitable table of the Liverpool Philomathic Society, more or less in the position of what "one thought of in the cab."]

THE introduction of scientific training into the general education of the country is a topic upon which I could not have spoken, without some more or less apologetic introduction, a few years ago. But upon this, as upon other matters, public opinion has of late undergone a rapid modification. Committees of both Houses of the Legislature have agreed that something must be done in this direction, and have even thrown out timid and faltering suggestions as to what should be done; while at the opposite pole of society, committees of working men have expressed their conviction that scientific training is the one thing needful for their advancement, whether as men, or as workmen. Only the other day, it was my duty to take part in the reception of a deputation of London workingmen, who desired to learn from Sir Roderick Murchison, the Director

of the Royal School of Mines, whether the organisation of the institution in Jermyn Street could be made available for the supply of that scientific instruction the need of which could not have been apprehended, or stated, more clearly than it was by them.

The heads of colleges in our great universities (who have not the reputation of being the most mobile of persons) have, in several cases, thought it well that, out of the great number of honours and rewards at their disposal, a few should hereafter be given to the cultivators of the physical sciences. Nay, I hear that some colleges have even gone so far as to appoint one, or, maybe, two special tutors for the purpose of putting the facts and principles of physical science before the undergraduate mind. And I say it with gratitude and great respect for those eminent persons, that the head masters of our public schools, Eton, Harrow, Winchester, have addressed themselves to the problem of introducing instruction in physical science among the studies of those great educational bodies, with much honesty of purpose and enlightenment of understanding; and I live in hope that, before long, important changes in this direction will be carried into effect in those strongholds of ancient prescription. In fact, such changes have already been made, and physical science, even now, constitutes a recognised element of the school curriculum in Harrow and Rugby, whilst I understand that ample preparations for such studies are being made at Eton and elsewhere.

Looking at these facts, I might perhaps spare myself the trouble of giving any reasons for the

introduction of physical science into elementary education; yet I cannot but think that it may be well if I place before you some considerations which, perhaps, have hardly received full attention.

At other times, and in other places, I have endeavoured to state the higher and more abstract arguments, by which the study of physical science may be shown to be indispensable to the complete training of the human mind; but I do not wish it to be supposed that, because I happen to be devoted to more or less abstract and "unpractical" pursuits, I am insensible to the weight which ought to be attached to that which has been said to be the English conception of Paradise—namely, "getting on." I look upon it, that "getting on" is a very important matter indeed. I do not mean merely for the sake of the coarse and tangible results of success, but because humanity is so constituted that a vast number of us would never be impelled to those stretches of exertion which make us wiser and more capable men, if it were not for the absolute necessity of putting on our faculties all the strain they will bear, for the purpose of "getting on" in the most practical sense.

Now the value of a knowledge of physical science as a means of getting on is indubitable. There are hardly any of our trades, except the merely huckstering ones, in which some knowledge of science may not be directly profitable to the pursuer of that occupation. As industry attains higher stages of its development, as its processes become more complicated and refined, and competition more keen, the

sciences are dragged in, one by one, to take their share in the fray; and he who can best avail himself of their help is the man who will come out uppermost in that struggle for existence, which goes on as fiercely beneath the smooth surface of modern society, as among the wild inhabitants of the woods.

But in addition to the bearing of science on ordinary practical life, let me direct your attention to its immense influence on several of the professions. I ask any one who has adopted the calling of an engineer, how much time he lost when he left school, because he had to devote himself to pursuits which were absolutely novel and strange, and of which he had not obtained the remotest conception from his instructors? He had to familiarise himself with ideas of the course and powers of Nature, to which his attention had never been directed during his school-life, and to learn, for the first time, what a world of facts lies outside and beyond the world of words. I appeal to those who know what engineering is, to say how far I am right in respect to that profession; but with regard to another, of no less importance, I shall venture to speak of my own knowledge. There is no one of us who may not at any moment be thrown, bound hand and foot by physical incapacity, into the hands of a medical practitioner. The chances of life and death for all and each of us may, at any moment, depend on the skill with which that practitioner is able to make out what is wrong in our bodily frames, and on his ability to apply the proper remedy to the defect.

The necessities of modern life are such, and the

class from which the medical profession is chiefly recruited is so situated, that few medical men can hope to spend more than three or four, or it may be five, years in the pursuit of those studies which are immediately germane to physic. How is that all too brief period spent at present? I speak as an old examiner, having served some eleven or twelve years in that capacity in the University of London, and therefore having a practical acquaintance with the subject; but I might fortify myself by the authority of the President of the College of Surgeons, Mr. Quain, whom I heard the other day in an admirable address (the Hunterian Oration) deal fully and wisely with this very topic.[1]

A young man commencing the study of medicine is at once required to endeavour to make an acquaintance with a number of sciences, such as Physics, as Chemistry, as Botany, as Physiology, which are absolutely and entirely strange to him, however excellent his so-called education at school

[1] Mr. Quain's words (*Medical Times and Gazette*, February 20) are:—"A few words as to our special Medical course of instruction and the influence upon it of such changes in the elementary schools as I have mentioned. The student now enters at once upon several sciences—physics, chemistry, anatomy, physiology, botany, pharmacy, therapeutics—all these, the facts and the language and the laws of each, to be mastered in eighteen months. Up to the beginning of the Medical course many have learned little. We cannot claim anything better than the Examiner of the University of London and the Cambridge Lecturer have reported for their Universities. Supposing that at school young people had acquired some exact elementary knowledge in physics, chemistry, and a branch of natural history—say botany—with the physiology connected with it, they would then have gained necessary knowledge, with some practice in inductive reasoning. The whole studies are processes of observation and induction—the best discipline of the mind for the purposes of life—for our purposes not less than any. 'By such study (says Dr. Whewell) of one or more departments of inductive science the mind may escape from the thraldom of mere words.' By that plan the burden of the early Medical course would be much lightened, and more time devoted to practical studies, including Sir Thomas Watson's 'final and supreme stage' of the knowledge of Medicine."

may have been. Not only is he devoid of all apprehension of scientific conceptions, not only does he fail to attach any meaning to the words "matter," "force," or "law" in their scientific sense, but, worse still, he has no notion of what it is to come into contact with Nature, or to lay his mind alongside of a physical fact, and try to conquer it, in the way our great naval hero told his captains to master their enemies. His whole mind has been given to books, and I am hardly exaggerating if I say that they are more real to him than Nature. He imagines that all knowledge can be got out of books, and rests upon the authority of some master or other; nor does he entertain any misgiving that the method of learning which led to proficiency in the rules of grammar will suffice to lead him to a mastery of the laws of Nature. The youngster, thus unprepared for serious study, is turned loose among his medical studies, with the result, in nine cases out of ten, that the first year of his curriculum is spent in learning how to learn. Indeed, he is lucky if, at the end of the first year, by the exertions of his teachers and his own industry, he has acquired even that art of arts. After which there remain not more than three, or perhaps four, years for the profitable study of such vast sciences as Anatomy, Physiology, Therapeutics, Medicine, Surgery, Obstetrics, and the like, upon his knowledge or ignorance of which it depends whether the practitioner shall diminish, or increase, the bills of mortality. Now what is it but the preposterous condition of ordinary school

education which prevents a young man of seventeen, destined for the practice of medicine, from being fully prepared for the study of Nature; and from coming to the medical school, equipped with that preliminary knowledge of the principles of Physics, of Chemistry and of Biology, upon which he has now to waste one of the precious years, every moment of which ought to be given to those studies which bear directly upon the knowledge of his profession?

There is another profession, to the members of which, I think, a certain preliminary knowledge of physical science might be quite as valuable as to the medical man. The practitioner of medicine sets before himself the noble object of taking care of man's bodily welfare; but the members of this other profession undertake to "minister to minds diseased," and, so far as may be, to diminish sin and soften sorrow. Like the medical profession, the clerical, of which I now speak, rests its power to heal upon its knowledge of the order of the universe—upon certain theories of man's relation to that which lies outside him. It is not my business to express any opinion about these theories. I merely wish to point out that, like all other theories, they are professedly based upon matters of fact. Thus the clerical profession has to deal with the facts of Nature from a certain point of view; and hence it comes into contact with that of the man of science, who has to treat the same facts from another point of view. You know how often that contact is to be described as collision, or violent friction; and how great the heat,

how little the light, which commonly results from it.

In the interests of fair play, to say nothing of those of mankind, I ask, Why do not the clergy as a body acquire, as a part of their preliminary education, some such tincture of physical science as will put them in a position to understand the difficulties in the way of accepting their theories, which are forced upon the mind of every thoughtful and intelligent man, who has taken the trouble to instruct himself in the elements of natural knowledge?

Some time ago I attended a large meeting of the clergy, for the purpose of delivering an address which I had been invited to give. I spoke of some of the most elementary facts in physical science, and of the manner in which they directly contradict certain of the ordinary teachings of the clergy. The result was, that, after I had finished, one section of the assembled ecclesiastics attacked me with all the intemperance of pious zeal, for stating facts and conclusions which no competent judge doubts; while, after the first speakers had subsided, amidst the cheers of the great majority of their colleagues, the more rational minority rose to tell me that I had taken wholly superfluous pains, that they already knew all about what I had told them, and perfectly agreed with me. A hard-headed friend of mine, who was present, put the not unnatural question, "Then why don't you say so in your pulpits?" to which inquiry I heard no reply.

In fact the clergy are at present divisible into three sections: an immense body who are ignorant and speak out; a small proportion who know and are

silent; and a minute minority who know and speak according to their knowledge.

I hope you will consider that the arguments I have now stated, even if there were no better ones, constitute a sufficient apology for urging the introduction of science into schools. The next question to which I have to address myself is, What sciences ought to be thus taught? And this is one of the most important of questions, because my side (I am afraid I am a terribly candid friend) sometimes spoils its cause by going in for too much. There are other forms of culture beside physical science; and I should be profoundly sorry to see the fact forgotten, or even to observe a tendency to starve, or cripple, literary, or æsthetic, culture for the sake of science. Such a narrow view of the nature of education has nothing to do with my firm conviction that a complete and thorough scientific culture ought to be introduced into all schools. By this, however, I do not mean that every schoolboy should be taught everything in science. That would be a very absurd thing to conceive, and a very mischievous thing to attempt. What I mean is, that no boy nor girl should leave school without possessing a grasp of the general character of science, and without having been disciplined, more or less, in the methods of all sciences; so that, when turned into the world to make their own way, they shall be prepared to face scientific problems, not by knowing at once the conditions of every problem, or by being able at once to solve it; but by being familiar with the

general current of scientific thought, and by being able to apply the methods of science in the proper way, when they have acquainted themselves with the conditions of the special problem.

That is what I understand by scientific education. To furnish a boy with such an education, it is by no means necessary that he should devote his whole school existence to physical science: in fact, no one would lament so one-sided a proceeding more than I. Nay more, it is not necessary for him to give up more than a moderate share of his time to such studies, if they be properly selected and arranged, and if he be trained in them in a fitting manner.

I conceive the proper course to be somewhat as follows. To begin with, let every child be instructed in those general views of the phænomena of Nature for which we have no exact English name. The nearest approximation to a name for what I mean, which we possess, is "physical geography." The Germans have a better, "Erdkunde" ("earth knowledge" or "geology" in its etymological sense), that is to say, a general knowledge of the earth, and what is on it, in it, and about it. If any one who has had experience of the ways of young children will call to mind their questions, he will find that so far as they can be put into any scientific category, they come under this head of "Erdkunde." The child asks, "What is the moon, and why does it shine?" "What is this water, and where does it run?" "What is the wind?" "What makes this wave in the sea?" "Where does this animal live, and what is the use of that plant?" And if not snubbed and stunted by

being told not to ask foolish questions, there is no limit to the intellectual craving of a young child; nor any bounds to the slow, but solid, accretion of knowledge and development of the thinking faculty in this way. To all such questions, answers which are necessarily incomplete, though true as far as they go, may be given by any teacher whose ideas represent real knowledge and not mere book learning; and a panoramic view of Nature, accompanied by a strong infusion of the scientific habit of mind, may thus be placed within the reach of every child of nine or ten.

After this preliminary opening of the eyes to the great spectacle of the daily progress of Nature, as the reasoning faculties of the child grow, and he becomes familiar with the use of the tools of knowledge—reading, writing, and elementary mathematics—he should pass on to what is, in the more strict sense, physical science. Now there are two kinds of physical science: the one regards form and the relation of forms to one another; the other deals with causes and effects. In many of what we term sciences these two kinds are mixed up together; but systematic botany is a pure example of the former kind, and physics of the latter kind, of science. Every educational advantage which training in physical science can give is obtainable from the proper study of these two; and I should be contented, for the present, if they, added to our "Erdkunde," furnished the whole of the scientific curriculum of school. Indeed, I conceive it would be one of the greatest boons which could be conferred upon England, if hence-

forward every child in the country were instructed in the general knowledge of the things about it, in the elements of physics, and of botany. But I should be still better pleased if there could be added somewhat of chemistry, and an elementary acquaintance with human physiology.

So far as school education is concerned, I want to go no further just now; and I believe that such instruction would make an excellent introduction to that preparatory scientific training which, as I have indicated, is so essential for the successful pursuit of our most important professions. But this modicum of instruction must be so given as to ensure real knowledge and practical discipline. If scientific education is to be dealt with as mere bookwork, it will be better not to attempt it, but to stick to the Latin Grammar which makes no pretence to be anything but bookwork.

If the great benefits of scientific training are sought, it is essential that such training should be real: that is to say, that the mind of the scholar should be brought into direct relation with fact, that he should not merely be told a thing, but made to see by the use of his own intellect and ability that the thing is so and not otherwise. The great peculiarity of scientific training, that in virtue of which it cannot be replaced by any other discipline whatsoever, is this bringing of the mind directly into contact with fact, and practising the intellect in the completest form of induction; that is to say, in drawing conclusions from particular facts made known by immediate observation of Nature.

The other studies which enter into ordinary education do not discipline the mind in this way. Mathematical training is almost purely deductive. The mathematician starts with a few simple propositions, the proof of which is so obvious that they are called self-evident, and the rest of his work consists of subtle deductions from them. The teaching of languages, at any rate as ordinarily practised, is of the same nature,—authority and tradition furnish the data, and the mental operations of the scholar are deductive.

Again: if history be the subject of study, the facts are still taken upon the evidence of tradition and authority. You cannot make a boy see the battle of Thermopylæ for himself, or know, of his own knowledge, that Cromwell once ruled England. There is no getting into direct contact with natural fact by this road; there is no dispensing with authority, but rather a resting upon it.

In all these respects, science differs from other educational discipline, and prepares the scholar for common life. What have we to do in every-day life? Most of the business which demands our attention is matter of fact, which needs, in the first place, to be accurately observed or apprehended; in the second, to be interpreted by inductive and deductive reasonings, which are altogether similar in their nature to those employed in science. In the one case, as in the other, whatever is taken for granted is so taken at one's own peril; fact and reason are the ultimate arbiters, and patience and honesty are the great helpers out of difficulty.

But if scientific training is to yield its most eminent results, it must, I repeat, be made practical. That is to say, in explaining to a child the general phænomena of Nature you must, as far as possible, give reality to your teaching by object-lessons; in teaching him botany, he must handle the plants and dissect the flowers for himself; in teaching him physics and chemistry, you must not be solicitous to fill him with information, but you must be careful that what he learns he knows of his own knowledge. Don't be satisfied with telling him that a magnet attracts iron. Let him see that it does; let him feel the pull of the one upon the other for himself. And, especially, tell him that it is his duty to doubt until he is compelled, by the absolute authority of Nature, to believe that which is written in books. Pursue this discipline carefully and conscientiously, and you may make sure that, however scanty may be the measure of information which you have poured into the boy's mind, you have created an intellectual habit of priceless value in practical life.

One is constantly asked, When should this scientific education be commenced? I should say with the dawn of intelligence. As I have already said, a child seeks for information about matters of physical science as soon as it begins to talk. The first teaching it wants is an object-lesson of one sort or another; and as soon as it is fit for systematic instruction of any kind, it is fit for a modicum of science.

People talk of the difficulty of teaching young children such matters, and in the same breath insist upon their learning their Catechism, which contains

propositions far harder to comprehend than anything in the educational course I have proposed. Again: I am incessantly told that we, who advocate the introduction of science in schools, make no allowance for the stupidity of the average boy or girl; but, in my belief, that stupidity, in nine cases out of ten, "*fit, non nascitur*," and is developed by a long process of parental and pedagogic repression of the natural intellectual appetites, accompanied by a persistent attempt to create artificial ones for food which is not only tasteless, but essentially indigestible.

Those who urge the difficulty of instructing young people in science are apt to forget another very important condition of success—important in all kinds of teaching, but most essential, I am disposed to think, when the scholars are very young. This condition is, that the teacher should himself really and practically know his subject. If he does, he will be able to speak of it in the easy language, and with the completeness of conviction, with which he talks of any ordinary every-day matter. If he does not, he will be afraid to wander beyond the limits of the technical phraseology which he has got up; and a dead dogmatism, which oppresses, or raises opposition, will take the place of the lively confidence, born of personal conviction, which cheers and encourages the eminently sympathetic mind of childhood.

I have already hinted that such scientific training as we seek for may be given without making any extravagant claim upon the time now devoted to education. We ask only for "a most favoured

nation" clause in our treaty with the schoolmaster; we demand no more than that science shall have as much time given to it as any other single subject—say four hours a week in each class of an ordinary school.

For the present, I think men of science would be well content with such an arrangement as this; but speaking for myself, I do not pretend to believe that such an arrangement can be, or will be, permanent. In these times the educational tree seems to me to have its roots in the air, its leaves and flowers in the ground; and, I confess, I should very much like to turn it upside down, so that its roots might be solidly imbedded among the facts of Nature, and draw thence a sound nutriment for the foliage and fruit of literature and of art. No educational system can have a claim to permanence, unless it recognises the truth that education has two great ends to which everything else must be subordinated. The one of these is to increase knowledge; the other is to develop the love of right and the hatred of wrong.

With wisdom and uprightness a nation can make its way worthily, and beauty will follow in the footsteps of the two, even if she be not especially invited; while there is perhaps no sight in the whole world more saddening and revolting than is offered by men sunk in ignorance of everything but what other men have written; seemingly devoid of moral belief or guidance; but with the sense of beauty so keen, and the power of expression so cultivated, that their sensual caterwauling may be almost mistaken for the music of the spheres.

At present, education is almost entirely devoted to the cultivation of the power of expression, and of the sense of literary beauty. The matter of having anything to say, beyond a hash of other people's opinions, or of possessing any criterion of beauty, so that we may distinguish between the Godlike and the devilish, is left aside as of no moment. I think I do not err in saying that if science were made a foundation of education, instead of being, at most, stuck on as cornice to the edifice, this state of things could not exist.

In advocating the introduction of physical science as a leading element in education, I by no means refer only to the higher schools. On the contrary, I believe that such a change is even more imperatively called for in those primary schools, in which the children of the poor are expected to turn to the best account the little time they can devote to the acquisition of knowledge. A great step in this direction has already been made by the establishment of science classes under the Department of Science and Art,—a measure which came into existence unnoticed, but which will, I believe, turn out to be of more importance to the welfare of the people than many political changes over which the noise of battle has rent the air.

Under the regulations to which I refer, a schoolmaster can set up a class in one or more branches of science; his pupils will be examined, and the State will pay him, at a certain rate, for all who succeed in passing. I have acted as an examiner under this system from the beginning of its establishment,

and this year I expect to have not fewer than a couple of thousand sets of answers to questions in Physiology, mainly from young people of the artisan class, who have been taught in the schools which are now scattered all over Great Britain and Ireland. Some of my colleagues, who have to deal with subjects such as Geometry, for which the present teaching power is better organised, I understand are likely to have three or four times as many papers. So far as my own subjects are concerned, I can undertake to say that a great deal of the teaching, the results of which are before me in these examinations, is very sound and good; and I think it is in the power of the examiners, not only to keep up the present standard, but to cause an almost unlimited improvement. Now what does this mean? It means that by holding out a very moderate inducement, the masters of primary schools in many parts of the country have been led to convert them into little foci of scientific instruction; and that they and their pupils have contrived to find, or to make, time to carry out this object with a very considerable degree of efficiency. That efficiency will, I doubt not, be very much increased as the system becomes known and perfected, even with the very limited leisure left to masters and teachers on week-days. And this leads me to ask, Why should scientific teaching be limited to week-days?

Ecclesiastically-minded persons are in the habit of calling things they do not like by very hard names, and I should not wonder if they brand the proposition I am about to make as blasphemous, and worse.

But, not minding this, I venture to ask, Would there really be anything wrong in using part of Sunday for the purpose of instructing those who have no other leisure, in a knowledge of the phænomena of Nature, and of man's relation to Nature?

I should like to see a scientific Sunday-school in every parish, not for the purpose of superseding any existing means of teaching the people the things that are for their good, but side by side with them. I cannot but think that there is room for all of us to work in helping to bridge over the great abyss of ignorance which lies at our feet.

And if any of the ecclesiastical persons to whom I have referred object that they find it derogatory to the honour of the God whom they worship, to awaken the minds of the young to the infinite wonder and majesty of the works which they proclaim His, and to teach them those laws which must needs be His laws, and therefore of all things needful for man to know—I can only recommend them to be let blood and put on low diet. There must be something very wrong going on in the instrument of logic if it turns out such conclusions from such premises.

ADDRESS ON UNIVERSITY EDUCATION[1]

[1876]

THE actual work of the University founded in this city by the well-considered munificence of Johns Hopkins commences to-morrow, and among the many marks of confidence and good-will which have been bestowed upon me in the United States, there is none which I value more highly than that conferred by the authorities of the University when they invited me to deliver an address on such an occasion.

For the event which has brought us together is, in many respects, unique. A vast property is handed over to an administrative body, hampered by no conditions save these:—That the principal shall not be employed in building: that the funds shall be appropriated, in equal proportions, to the promotion of natural knowledge and to the alleviation of the bodily sufferings of mankind; and, finally, that neither political nor ecclesiastical sectarianism, shall be permitted to disturb the impartial distribution of the testator's benefactions.

In my experience of life a truth which sounds very

[1] Delivered at the formal opening of the Johns Hopkins University at Baltimore, U. S., September 12. The total amount bequeathed by Johns Hopkins is more than $7,000,000. The sum of $3,500,000 is appropriated to a university, a like sum to a hospital, and the rest to local institutions of education and charity.

much like a paradox has often asserted itself: namely, that a man's worst difficulties begin when he is able to do as he likes. So long as a man is struggling with obstacles he has an excuse for failure or shortcoming; but when fortune removes them all and gives him the power of doing as he thinks best, then comes the time of trial. There is but one right, and the possibilities of wrong are infinite. I doubt not that the trustees of the Johns Hopkins University felt the full force of this truth when they entered on the administration of their trust a year and a half ago; and I can but admire the activity and resolution which have enabled them, aided by the able president whom they have selected, to lay down the great outlines of their plan, and carry it thus far into execution. It is impossible to study that plan without perceiving that great care, forethought, and sagacity, have been bestowed upon it, and that it demands the most respectful consideration. I have been endeavouring to ascertain how far the principles which underlie it are in accordance with those which have been established in my own mind by much and long-continued thought upon educational questions. Permit me to place before you the result of my reflections.

Under one aspect a university is a particular kind of educational institution, and the views which we may take of the proper nature of a university are corollaries from those which we hold respecting education in general. I think it must be admitted that the school should prepare for the university, and that the university should crown the edifice, the founda-

tions of which are laid in the school. University education should not be something distinct from elementary education, but should be the natural outgrowth and development of the latter. Now I have a very clear conviction as to what elementary education ought to be; what it really may be, when properly organised; and what I think it will be, before many years have passed over our heads, in England and in America. Such education should enable an average boy of fifteen or sixteen to read and write his own language with ease and accuracy, and with a sense of literary excellence derived from the study of our classic writers: to have a general acquaintance with the history of his own country and with the great laws of social existence; to have acquired the rudiments of the physical and psychological sciences, and a fair knowledge of elementary arithmetic and geometry. He should have obtained an acquaintance with logic rather by example than by precept; while the acquirement of the elements of music and drawing should have been pleasure rather than work.

It may sound strange to many ears if I venture to maintain that proposition that a young person, educated thus far, has had a liberal, though perhaps not a full, education. But it seems to me that such training as that to which I have referred may be termed liberal, in both the senses in which that word is employed, with perfect accuracy. In the first place, it is liberal in breadth. It extends over the whole ground of things to be known and of faculties to be trained, and it gives equal importance to the

two great sides of human activity—art and science. In the second place, it is liberal in the sense of being an education fitted for free men; for men to whom every career is open, and from whom their country may demand that they should be fitted to perform the duties of any career. I cannot too strongly impress upon you the fact that, with such a primary education as this, and with no more than is to be obtained by building strictly upon its lines, a man of ability may become a great writer or speaker, a statesman, a lawyer, a man of science, painter, sculptor, architect, or musician. That even development of all a man's faculties, which is what properly constitutes culture, may be effected by such an education, while it opens the way for the indefinite strengthening of any special capabilities with which he may be gifted.

In a country like this, where most men have to carve out their own fortunes and devote themselves early to the practical affairs of life, comparatively few can hope to pursue their studies up to, still less beyond, the age of manhood. But it is of vital importance to the welfare of the community that those who are relieved from the need of making a livelihood, and still more, those who are stirred by the divine impulses of intellectual thirst or artistic genius, should be enabled to devote themselves to the higher service of their kind, as centres of intelligence, interpreters of Nature, or creators of new forms of beauty. And it is the function of a university to furnish such men with the means of becoming that which it is their privilege and duty to be. To

this end the university need cover no ground foreign to that occupied by the elementary school. Indeed it cannot; for the elementary instruction which I have referred to embraces all the kinds of real knowledge and mental activity possible to man. The university can add no new departments of knowledge, can offer no new fields of mental activity; but what it can do is to intensify and specialise the instruction in each department. Thus literature and philology, represented in the elementary school by English alone, in the university, will extend over the ancient and modern languages. History, which, like charity, best begins at home, but, like charity, should not end there, will ramify into anthropology, archæology, political history, and geography, with the history of the growth of the human mind and of its products in the shape of philosophy, science, and art. And the university will present to the student libraries, museums of antiquities, collections of coins, and the like, which will efficiently subserve these studies. Instruction in the elements of social economy, a most essential, but hitherto sadly-neglected part of elementary education, will develop in the university into political economy, sociology, and law. Physical science will have its great divisions of physical geography, with geology and astronomy; physics; chemistry and biology; represented not merely by professors and their lectures, but by laboratories, in which the students, under guidance of demonstrators, will work out facts for themselves and come into that direct contact with reality which constitutes the fundamental distinction of scientific

education. Mathematics will soar into its highest regions; while the high peaks of philosophy may be scaled by those whose aptitude for abstract thought has been awakened by elementary logic. Finally, schools of pictorial and plastic art, of architecture, and of music, will offer a thorough discipline in the principles and practice of art to those in whom lies nascent the rare faculty of æsthetic representation, or the still rarer powers of creative genius.

The primary school and the university are the alpha and omega of education. Whether institutions intermediate between these (so-called secondary schools) should exist, appears to me to be a question of practical convenience. If such schools are established, the important thing is that they should be true intermediaries between the primary school and the university, keeping on the wide track of general culture, and not sacrificing one branch of knowledge for another.

Such appear to me to be the broad outlines of the relations which the university, regarded as a place of education, ought to bear to the school, but a number of points of detail require some consideration, however briefly and imperfectly I can deal with them. In the first place, there is the important question of the limitations which should be fixed to the entrance into the university; or, what qualifications should be required of those who propose to take advantage of the higher training offered by the university. On the one hand, it is obviously desirable that the time and opportunities of the university should not be wasted in conferring such elementary

instruction as can be obtained elsewhere; while, on the other hand, it is no less desirable that the higher instruction of the university should be made accessible to every one who can take advantage of it, although he may not have been able to go through any very extended course of education. My own feeling is distinctly against any absolute and defined preliminary examination, the passing of which shall be an essential condition of admission to the university. I should admit to the university any one who could be reasonably expected to profit by the instruction offered to him; and I should be inclined, on the whole, to test the fitness of the student, not by examination before he enters the university, but at the end of his first term of study. If, on examination in the branches of knowledge to which he has devoted himself, he show himself deficient in industry or in capacity, it will be best for the university and best for himself, to prevent him from pursuing a vocation for which he is obviously unfit. And I hardly know of any other method than this by which his fitness or unfitness can be safely ascertained, though no doubt a good deal may be done, not by formal cut and dried examination, but by judicious questioning, at the outset of his career.

Another very important and difficult practical question is, whether a definite course of study shall be laid down for those who enter the university; whether a curriculum shall be prescribed; or whether the student shall be allowed to range at will among the subjects which are open to him. And this question

is inseparably connected with another, namely, the conferring of degrees. It is obviously impossible that any student should pass through the whole of the series of courses of instruction offered by a university. If a degree is to be conferred as a mark of proficiency in knowledge, it must be given on the ground that the candidate is proficient in a certain fraction of those studies; and then will arise the necessity of insuring an equivalency of degrees, so that the course by which a degree is obtained shall mark approximately an equal amount of labour and of acquirements, in all cases. But this equivalency can hardly be secured in any other way than by prescribing a series of definite lines of study. This is a matter which will require grave consideration. The important points to bear in mind, I think, are that there should not be too many subjects in the curriculum, and that the aim should be the attainment of thorough and sound knowledge of each.

One half of the Johns Hopkins bequest is devoted to the establishment of a hospital, and it was the desire of the testator that the university and the hospital should co-operate in the promotion of medical education. The trustees will unquestionably take the best advice that is to be had as to the construction and administration of the hospital. In respect to the former point, they will doubtless remember that a hospital may be so arranged as to kill more than it cures; and, in regard to the latter, that a hospital may spread the spirit of pauperism among the well-to-do, as well as relieve the sufferings of the destitute. It is not for me to speak on these

topics—rather let me confine myself to the one matter on which my experience as a student of medicine, and an examiner of long standing, who has taken a great interest in the subject of medical education, may entitle me to a hearing. I mean the nature of medical education itself, and the co-operation of the university in its promotion.

What is the object of medical education? It is to enable the practitioner, on the one hand, to prevent disease by his knowledge of hygiene; on the other hand, to divine its nature, and to alleviate or cure it, by his knowledge of pathology, therapeutics, and practical medicine. That is his business in life, and if he has not a thorough and practical knowledge of the conditions of health, of the causes which tend to the establishment of disease, of the meaning of symptoms, and of the uses of medicines and operative appliances, he is incompetent, even if he were the best anatomist, or physiologist, or chemist, that ever took a gold medal or won a prize certificate. This is one great truth respecting medical education. Another is, that all practice in medicine is based upon theory of some sort or other; and therefore, that it is desirable to have such theory in the closest possible accordance with fact. The veriest empiric who gives a drug in one case because he has seen it do good in another of apparently the same sort, acts upon the theory that similarity of superficial symptoms means similarity of lesions; which, by the way, is perhaps as wild an hypothesis as could be invented. To understand the nature of disease we must understand health, and the under-

standing of the healthy body means the having a knowledge of its structure and of the way in which its manifold actions are performed, which is what is technically termed human anatomy and human physiology. The physiologist again must needs possess an acquaintance with physics and chemistry, inasmuch as physiology is, to a great extent, applied physics and chemistry. For ordinary purposes a limited amount of such knowledge is all that is needful; but for the pursuit of the higher branches of physiology no knowledge of these branches of science can be too extensive, or too profound. Again, what we call therapeutics, which has to do with the action of drugs and medicines on the living organism, is, strictly speaking, a branch of experimental physiology, and is daily receiving a greater and greater experimental development.

The third great fact which is to be taken into consideration in dealing with medical education, is that the practical necessities of life do not, as a rule, allow aspirants to medical practice to give more than three, or it may be four years to their studies. Let us put it at four years, and then reflect that, in the course of this time, a young man fresh from school has to acquaint himself with medicine, surgery, obstetrics, therapeutics, pathology, hygiene, as well as with the anatomy and the physiology of the human body; and that his knowledge should be of such a character that it can be relied upon in any emergency, and always ready for practical application. Consider, in addition, that the medical practitioner may be called upon, at any moment, to give

evidence in a court of justice in a criminal case; and that it is therefore well that he should know something of the laws of evidence, and of what we call medical jurisprudence. On a medical certificate, a man may be taken from his home and from his business and confined in a lunatic asylum; surely, therefore, it is desirable that the medical practitioner should have some rational and clear conceptions as to the nature and symptoms of mental disease. Bearing in mind all these requirements of medical education, you will admit that the burden on the young aspirant for the medical profession is somewhat of the heaviest, and that it needs some care to prevent his intellectual back from being broken.

Those who are acquainted with the existing systems of medical education will observe that, long as is the catalogue of studies which I have enumerated, I have omitted to mention several that enter into the usual medical curriculum of the present day. I have said not a word about zoology, comparative anatomy, botany, or materia medica. Assuredly this is from no light estimate of the value or importance of such studies in themselves. It may be taken for granted that I should be the last person in the world to object to the teaching of zoology, or comparative anatomy, in themselves; but I have the strongest feeling that, considering the number and the gravity of those studies through which a medical man must pass, if he is to be competent to discharge the serious duties which devolve upon him, subjects which lie so remote as these do from

his practical pursuits should be rigorously excluded. The young man, who has enough to do in order to acquire such familiarity with the structure of the human body as will enable him to perform the operations of surgery, ought not, in my judgment, to be occupied with investigations into the anatomy of crabs and starfishes. Undoubtedly the doctor should know the common poisonous plants of his own country when he sees them; but that knowledge may be obtained by a few hours devoted to the examination of specimens of such plants, and the desirableness of such knowledge is no justification, to my mind, for spending three months over the study of systematic botany. Again, materia medica, so far as it is a knowledge of drugs, is the business of the druggist. In all other callings the necessity of the division of labour is fully recognised, and it is absurd to require of the medical man that he should not avail himself of the special knowledge of those whose business it is to deal in the drugs which he uses. It is all very well that the physician should know that castor oil comes from a plant, and castoreum from an animal, and how they are to be prepared; but for all the practical purposes of his profession that knowledge is not of one whit more value, has no more relevancy, than the knowledge of how the steel of his scalpel is made.

All knowledge is good. It is impossible to say that any fragment of knowledge, however insignificant or remote from one's ordinary pursuits, may not some day be turned to account. But in medical education, above all things, it is to be recollected

that, in order to know a little well, one must be content to be ignorant of a great deal.

Let it not be supposed that I am proposing to narrow medical education, or, as the cry is, to lower the standard of the profession. Depend upon it there is only one way of really ennobling any calling, and that is to make those who pursue it real masters of their craft, men who can truly do that which they profess to be able to do, and which they are credited with being able to do by the public. And there is no position so ignoble as that of the so-called "liberally-educated practitioner," who may be able to read Galen in the original; who knows all the plants, from the cedar of Lebanon to the hyssop upon the wall; but who finds himself, with the issues of life and death in his hands, ignorant, blundering, and bewildered, because of his ignorance of the essential and fundamental truths upon which practice must be based. Moreover, I venture to say, that any man who has seriously studied all the essential branches of medical knowledge; who has the needful acquaintance with the elements of physical science; who has been brought by medical jurisprudence into contact with law; whose study of insanity has taken him into fields of psychology; has *ipso facto* received a liberal education.

Having lightened the medical curriculum by culling out of it everything which is unessential, we may next consider whether something may not be done to aid the medical student toward the acquirement of real knowledge by modifying the system of examination. In England, within my recollection,

it was the practice to require of the medical student attendance on lectures upon the most diverse topics during three years; so that it often happened that he would have to listen, in the course of a day, to four or five lectures upon totally different subjects, in addition to the hours given to dissection and to hospital practice: and he was required to keep all the knowledge he could pick up, in this distracting fashion, at examination point, until, at the end of three years, he was set down to a table and questioned pell-mell upon all the different matters with which he had been striving to make acquaintance. A worse system and one more calculated to obstruct the acquisition of sound knowledge and to give full play to the "crammer" and the "grinder" could hardly have been devised by human ingenuity. Of late years great reforms have taken place. Examinations have been divided so as to diminish the number of subjects among which the attention has to be distributed. Practical examination has been largely introduced; but there still remains, even under the present system, too much of the old evil inseparable from the contemporaneous pursuit of a multiplicity of diverse studies.

Proposals have recently been made to get rid of general examinations altogether, to permit the student to be examined in each subject at the end of his attendance on the class; and then, in case of the result being satisfactory, to allow him to have done with it; and I may say that this method has been pursued for many years in the Royal School of Mines in London, and has been found to work very well.

It allows the student to concentrate his mind upon what he is about for the time being, and then to dismiss it. Those who are occupied in intellectual work, will, I think, agree with me that it is important, not so much to know a thing, as to have known it, and known it thoroughly. If you have once known a thing in this way it is easy to renew your knowledge when you have forgotten it; and when you begin to take the subject up again, it slides back upon the familiar grooves with great facility.

Lastly comes the question as to how the university may co-operate in advancing medical education. A medical school is strictly a technical school—a school in which a practical profession is taught—while a university ought to be a place in which knowledge is obtained without direct reference to professional purposes. It is clear, therefore, that a university and its antecedent, the school, may best co-operate with the medical school by making due provision for the study of those branches of knowledge which lie at the foundation of medicine.

At present, young men come to the medical schools without a conception of even the elements of physical science; they learn, for the first time, that there are such sciences as physics, chemistry, and physiology, and are introduced to anatomy as a new thing. It may be safely said that, with a large population of medical students, much of the first session is wasted in learning how to learn—in familiarising themselves with utterly strange conceptions, and in awakening their dormant and wholly untrained powers of observation and of manipulation.

It is difficult to over-estimate the magnitude of the obstacles which are thrown in the way of scientific training by the existing system of school education. Not only are men trained in mere book-work, ignorant of what observation means, but the habit of learning from books alone begets a disgust of observation. The book-learned student will rather trust to what he sees in a book than to the witness of his own eyes.

There is not the least reason why this should be so, and, in fact, when elementary education becomes that which I have assumed it ought to be, this state of things will no longer exist. There is not the slightest difficulty in giving sound elementary instruction in physics, in chemistry, and in the elements of human physiology, in ordinary schools. In other words, there is no reason why the student should not come to the medical school, provided with as much knowledge of these several sciences as he ordinarily picks up in the course of his first year of attendance at the medical school.

I am not saying this without full practical justification for the statement. For the last eighteen years we have had in England a system of elementary science teaching carried out under the auspices of the Science and Art Department, by which elementary scientific instruction is made readily accessible to the scholars of all the elementary schools in the country. Commencing with small beginnings, carefully developed and improved, that system now brings up for examination as many as seven thousand scholars in the subject of human physiology alone. I can say

that, out of that number, a large proportion have acquired a fair amount of substantial knowledge; and that no inconsiderable percentage show as good an acquaintance with human physiology as used to be exhibited by the average candidates for medical degrees in the University of London, when I was first an examiner there twenty years ago; and quite as much knowledge as is possessed by the ordinary student of medicine at the present day. I am justified, therefore, in looking forward to the time when the student who proposes to devote himself to medicine will come, not absolutely raw and inexperienced as he is at present, but in a certain state of preparation for further study; and I look to the university to help him still further forward in that stage of preparation, through the organisation of its biological department. Here the student will find means of acquainting himself with the phænomena of life in their broadest acceptation. He will study not botany and zoology, which, as I have said, would take him too far away from his ultimate goal; but, by duly arranged instruction, combined with work in the laboratory upon the leading types of animal and vegetable life, he will lay a broad, and at the same time solid, foundation of biological knowledge; he will come to his medical studies with a comprehension of the great truths of morphology and of physiology, with his hands trained to dissect and his eyes taught to see. I have no hesitation in saying that such preparation is worth a full year added on to the medical curriculum. In other words, it will set free that much time for attention to those

studies which bear directly upon the student's most grave and serious duties as a medical practitioner.

Up to this point I have considered only the teaching aspect of your great foundation, that function of the university in virtue of which it plays the part of a reservoir of ascertained truth, so far as our symbols can ever interpret nature. All can learn; all can drink of this lake. It is given to few to add to the store of knowledge, to strike new springs of thought, or to shape new forms of beauty. But so sure as it is that men live not by bread, but by ideas, so sure is it that the future of the world lies in the hands of those who are able to carry the interpretation of nature a step further than their predecessors; so certain is it that the highest function of a university is to seek out those men, cherish them, and give their ability to serve their kind full play.

I rejoice to observe that the encouragement of research occupies so prominent a place in your official documents, and in the wise and liberal inaugural address of your president. This subject of the encouragement, or, as it is sometimes called, the endowment of research, has of late years greatly exercised the minds of men in England. It was one of the main topics of discussion by the members of the Royal Commission of whom I was one, and who not long since issued their report, after five years' labour. Many seem to think that this question is mainly one of money; that you can go into the market and buy research, and that supply will follow demand, as in the ordinary course of commerce. This view does not commend itself to my mind. I

know of no more difficult practical problem than the discovery of a method of encouraging and supporting the original investigator without opening the door to nepotism and jobbery. My own conviction is admirably summed up in the passage of your president's address, "that the best investigators are usually those who have also the responsibilities of instruction, gaining thus the incitement of colleagues, the encouragement of pupils, and the observation of the public."

At the commencement of this address I ventured to assume that I might, if I thought fit, criticise the arrangements which have been made by the board of trustees, but I confess that I have little to do but to applaud them. Most wise and sagacious seems to me the determination not to build for the present. It has been my fate to see great educational funds fossilise into mere bricks and mortar, in the petrifying springs of architecture, with nothing left to work the institution they were intended to support. A great warrior is said to have made a desert and called it peace. Administrators of educational funds have sometimes made a palace and called it a university. If I may venture to give advice in a matter which lies out of my proper competency, I would say that whenever you do build, get an honest bricklayer, and make him build you just such rooms as you really want, leaving ample space for expansion. And a century hence, when the Baltimore and Ohio shares are at one thousand premium, and you have endowed all the professors you need and built all the laboratories that are wanted, and have the best

museum and the finest library that can be imagined; then, if you have a few hundred thousand dollars you don't know what to do with, send for an architect and tell him to put up a facade. If American is similar to English experience, any other course will probably lead you into having some stately structure, good for your architect's fame, but not in the least what you want.

It appears to me that what I have ventured to lay down as the principles which should govern the relations of a university to education in general, are entirely in accordance with the measures you have adopted. You have set no restrictions upon access to the instruction you propose to give; you have provided that such instruction, either as given by the university or by associated institutions, should cover the field of human intellectual activity. You have recognised the importance of encouraging research. You propose to provide means by which young men, who may be full of zeal for a literary or for a scientific career, but who also may have mistaken aspiration for inspiration, may bring their capacities to a test, and give their powers a fair trial. If such a one fail, his endowment terminates and there is no harm done. If he succeed, you may give power of flight to the genius of a Davy or a Faraday, a Carlyle or a Locke, whose influence on the future of his fellow-men shall be absolutely incalculable.

You have enunciated the principle that "the glory of the university should rest upon the character of the teachers and scholars, and not upon their numbers of buildings constructed for their use." And I look upon

it as an essential and most important feature of your plan that the income of the professors and teachers shall be independent of the number of students whom they can attract. In this way you provide against the danger, patent elsewhere, of finding attempts at improvement obstructed by vested interests; and, in the department of medical education especially, you are free of the temptation to set loose upon the world men utterly incompetent to perform the serious and responsible duties of their profession.

It is a delicate matter for a stranger to the practical working of your institutions, like myself, to pretend to give an opinion as to the organisation of your governing power. I can conceive nothing better than that it should remain as it is, if you can secure a succession of wise, liberal, honest, and conscientious men to fill the vacancies that occur among you. I do not greatly believe in the efficacy of any kind of machinery for securing such a result; but I would venture to suggest that the exclusive adoption of the method of co-optation for filling the vacancies which must occur in your body, appears to me to be somewhat like a tempting of Providence. Doubtless there are grave practical objections to the appointment of persons outside of your body and not directly interested in the welfare of the university; but might it not be well if there were an understanding that your academic staff should be officially represented on the board, perhaps even the heads of one or two independent learned bodies, so that academic opinion and the views of the outside world might have a certain influence in that most important matter, the

appointment of your professors? I throw out these suggestions, as I have said, in ignorance of the practical difficulties that may lie in the way of carrying them into effect, on the general ground that personal and local influences are very subtle, and often unconscious, while the future greatness and efficiency of the noble institution which now commences its work must largely depend upon its freedom from them.

I constantly hear Americans speak of the charm which our old mother country has for them, of the delight with which they wander through the streets of ancient towns, or climb the battlements of mediæval strongholds, the names of which are indissolubly associated with the great epochs of that noble literature which is our common inheritance; or with the blood-stained steps of that secular progress, by which the descendants of the savage Britons and of the wild pirates of the North Sea have become converted into warriors of order and champions of peaceful freedom, exhausting what still remains of the old Berserk spirit in subduing nature, and turning the wilderness into a garden. But anticipation has no less charm than retrospect, and to an Englishman landing upon your shores for the first time, travelling for hundreds of miles through strings of great and well-ordered cities, seeing your enormous actual, and almost infinite potential, wealth in all commodities, and in the energy and ability which turn wealth to account, there is something sublime in the vista of the future. Do not suppose that I am pandering to what

is commonly understood by national pride. I cannot say that I am in the slightest degree impressed by your bigness, or your material resources, as such. Size is not grandeur, and territory does not make a nation. The great issue, about which hangs a true sublimity, and the terror of overhanging fate, is what are you going to do with all these things? What is to be the end to which these are to be the means? You are making a novel experiment in politics on the greatest scale which the world has yet seen. Forty millions at your first centenary, it is reasonably to be expected that, at the second, these states will be occupied by two hundred millions of English-speaking people, spread over an area as large as that of Europe, and with climates and interests as diverse as those of Spain and Scandinavia, England and Russia. You and your descendants have to ascertain whether this great mass will hold together under the forms of a republic, and the despotic reality of universal suffrage; whether state rights will hold out against centralisation, without separation; whether centralisation will get the better, without actual or disguised monarchy; whether shifting corruption is better than a permanent bureaucracy; and as population thickens in your great cities, and the pressure of want is felt, the gaunt spectre of pauperism will stalk among you, and communism and socialism will claim to be heard. Truly America has a great future before her; great in toil, in care, and in responsibility; great in true glory if she be guided in wisdom and righteousness; great in shame if she fail. I cannot understand why other nations should envy you, or

be blind to the fact that it is for the highest interest of mankind that you should succeed; but the one condition of success, your sole safeguard, is the moral worth and intellectual clearness of the individual citizen. Education cannot give these, but it may cherish them and bring them to the front in whatever station of society they are to be found; and the universities ought to be, and may be, the fortresses of the higher life of the nation.

May the university which commences its practical activity to-morrow abundantly fulfil its high purpose; may its renown as a seat of true learning, a centre of free inquiry, a focus of intellectual light, increase year by year, until men wander hither from all parts of the earth, as of old they sought Bologna, or Paris, or Oxford.

And it is pleasant to me to fancy that, among the English students who are drawn to you at that time, there may linger a dim tradition that a countryman of theirs was permitted to address you as he has done to-day, and to feel as if your hopes were his hopes and your success his joy.

ON SCIENCE AND ART IN RELATION TO EDUCATION

[1882]

When a man is honoured by such a request as that which reached me from the authorities of your institution some time ago, I think the first thing that occurs to him is that which occurred to those who were bidden to the feast in the Gospel—to begin to make an excuse; and probably all the excuses suggested on that famous occasion crop up in his mind one after the other, including his "having married a wife," as reasons for not doing what he is asked to do. But, in my own case, and on this particular occasion, there were other difficulties of a sort peculiar to the time, and more or less personal to myself; because I felt that, if I came amongst you, I should be expected, and, indeed, morally compelled, to speak upon the subject of Scientific Education. And then there arose in my mind the recollection of a fact, which probably no one here but myself remembers; namely, that some fourteen years ago I was the guest of a citizen of yours, who bears the honoured name of Rathbone, at a very charming and pleasant dinner given by the Philomathic Society; and I there and then, and in this very city, made a speech upon the topic of Scientific Education. Under these circumstances, you see, one runs two dangers—the first, of

repeating one's self, although I may fairly hope that everybody has forgotten the fact I have just now mentioned, except myself; and the second, and even greater difficulty, is the danger of saying something different from what one said before, because then, however forgotten your previous speech may be, somebody finds out its existence, and there goes on that process so hateful to members of Parliament, which may be denoted by the term "Hansardisation." Under these circumstances, I came to the conclusion that the best thing I could do was to take the bull by the horns, and to "Hansardise" myself,—to put before you, in the briefest possible way, the three or four propositions which I endeavoured to support on the occasion of the speech to which I have referred; and then to ask myself, supposing you were asking me, whether I had anything to retract, or to modify, in them, in virtue of the increased experience, and, let us charitably hope, the increased wisdom of an added fourteen years.

Now, the points to which I directed particular attention on that occasion were these: in the first place, that instruction in physical science supplies information of a character of especial value, both in a practical and a speculative point of view—information which cannot be obtained otherwise; and, in the second place, that, as educational discipline, it supplies, in a better form than any other study can supply, exercise in a special form of logic, and a peculiar method of testing the validity of our processes of inquiry. I said further, that, even at that time, a great and increasing attention was being

paid to physical science in our schools and colleges, and that, most assuredly, such attention must go on growing and increasing, until education in these matters occupied a very much larger share of the time which is given to teaching and training, than had been the case heretofore. And I threw all the strength of argumentation of which I was possessed into the support of these propositions. But I venture to remind you, also, of some other words I used at that time, and which I ask permission to read to you. They were these: "There are other forms of culture besides physical science, and I should be profoundly sorry to see the fact forgotten, or even to observe a tendency to starve or cripple literary or æsthetic culture for the sake of science. Such a narrow view of the nature of education has nothing to do with my firm conclusion that a complete and thorough scientific culture ought to be introduced into all schools."

I say I desire, in commenting upon these various points, and judging them as fairly as I can by the light of increased experience, to particularly emphasise this last, because I am told, although I assuredly do not know it of my own knowledge—though I think if the fact were so I ought to know it, being tolerably well acquainted with that which goes on in the scientific world, and which has gone on there for the last thirty years—that there is a kind of sect, or horde, of scientific Goths and Vandals, who think it would be proper and desirable to sweep away all other forms of culture and instruction, except those in physical science, and to make them the universal and exclusive, or at any rate, the

dominant training of the human mind of the future generation. This is not my view—I do not believe that it is anybody's view—but it is attributed to those who, like myself, advocate scientific education. I therefore dwell strongly upon the point, and I beg you to believe that the words I have just now read were by no means intended by me as a sop to the Cerberus of culture. I have not been in the habit of offering sops to any kind of Cerberus; but it was an expression of profound conviction on my own part—a conviction forced upon me not only by my mental constitution, but by the lessons of what is now becoming a somewhat long experience of varied conditions of life.

I am not about to trouble you with my autobiography; the omens are hardly favourable, at present, for work of that kind. But I should like if I may do so without appearing, what I earnestly desire not to be, egotistical,—I should like to make it clear to you, that such notions as these, which are sometimes attributed to me, are, as I have said, inconsistent with my mental constitution, and still more inconsistent with the upshot of the teaching of my experience. For I can certainly claim for myself that sort of mental temperament which can say that nothing human comes amiss to it. I have never yet met with any branch of human knowledge which I have found unattractive—which it would not have been pleasant to me to follow, so far as I could go; and I have yet to meet with any form of art in which it has not been possible for me to take as acute a pleasure as, I believe, it is possible for men to take.

And with respect to the circumstances of life, it so happens that it has been my fate to know many lands and many climates, and to be familiar, by personal experience, with almost every form of society, from the uncivilised savage of Papua and Australia and the civilised savages of the slums and dens of the poverty-stricken parts of great cities, to those who perhaps, are occasionally the somewhat overcivilised members of our upper ten thousand. And I have never found, in any of these conditions of life, a deficiency of something which was attractive. Savagery has its pleasures, I assure you, as well as civilisation, and I may even venture to confess—if you will not let a whisper of the matter get back to London, where I am known—I am even fain to confess, that sometimes in the din and throng of what is called "a brilliant reception" the vision crosses my mind of waking up from the soft plank which had afforded me satisfactory sleep during the hours of the night, in the bright dawn of a tropical morning, when my comrades were yet asleep, when every sound was hushed, except the little lap-lap of the ripples against the sides of the boat, and the distant twitter of the sea-bird on the reef. And when that vision crosses my mind, I am free to confess I desire to be back in the boat again. So that, if I share with those strange persons to whose asserted, but still hypothetical existence I have referred, the want of appreciation of forms of culture other than the pursuit of physical science, all I can say is, that it is, in spite of my constitution, and in spite of my experience, that such should be my fate.

But now let me turn to another point, or rather to two other points, with which I propose to occupy myself. How far does the experience of the last fourteen years justify the estimate which I ventured to put forward of the value of scientific culture, and of the share—the increasing share—which it must take in ordinary education? Happily, in respect to that matter, you need not rely upon my testimony. In the last half-dozen numbers of the *Journal of Education*, you will find a series of very interesting and remarkable papers, by gentlemen who are practically engaged in the business of education in our great public and other schools, telling us what is doing in these schools, and what is their experience of the results of scientific education there, so far as it has gone. I am not going to trouble you with an abstract of those papers which are well worth your study in their fulness and completeness, but I have copied out one remarkable passage, because it seems to me so entirely to bear out what I have formerly ventured to say about the value of science, both as to its subject-matter and as to the discipline which the learning of science involves. It is from a paper by Mr. Worthington—one of the masters at Clifton, the reputation of which school you know well, and at the head of which is an old friend of mine, the Rev. Mr. Wilson—to whom much credit is due for being one of the first, as I can say from my own knowledge, to take up this question and work it into practical shape. What Mr. Worthington says is this:—

"It is not easy to exaggerate the importance of the information imparted by certain branches of science; it modifies the whole

criticism of life made in maturer years. The study has often, on a mass of boys, a certain influence which, I think, was hardly anticipated, and to which a good deal of value must be attached —an influence as much moral as intellectual, which is shown in the increased and increasing respect for precision of statement, and for that form of veracity which consists in the acknowledgment of difficulties. It produces a real effect to find that Nature cannot be imposed upon, and the attention given to experimental lectures, at first superficial and curious only, soon becomes minute, serious, and practical."

Ladies and gentlemen, I could not have chosen better words to express—in fact, I have, in other words, expressed the same conviction in former days—what the influence of scientific teaching, if properly carried out, must be.

But now comes the question of properly carrying it out, because, when I hear the value of school teaching in physical science disputed, my first impulse is to ask the disputer, "What have you known about it?" and he generally tells me some lamentable case of failure. Then I ask, "What are the circumstances of the case, and how was the teaching carried out?" I remember, some few years ago, hearing of the head-master of a large school, who had expressed great dissatisfaction with the adoption of the teaching of physical science—and that after experiment. But the experiment consisted in this—in asking one of the junior masters in the school to get up science, in order to teach it; and the young gentleman went away for a year and got up science and taught it. Well, I have no doubt that the result was as disappointing as the head-master said it was, and I have no doubt that it ought to have been as disappointing,

and far more disappointing too; for, if this kind of instruction is to be of any good at all, if it is not to be less than no good, if it is to take the place of that which is already of some good, then there are several points which must be attended to.

And the first of these is the proper selection of topics, the second is practical teaching, the third is practical teachers, and the fourth is sufficiency of time. If these four points are not carefully attended to by anybody who undertakes the teaching of physical science in schools, my advice to him is, to let it alone. I will not dwell at any length upon the first point, because there is a general consensus of opinion as to the nature of the topics which should be chosen. The second point—practical teaching—is one of great importance, because it requires more capital to set it agoing, demands more time, and, last, but by no means least, it requires much more personal exertion and trouble on the part of those professing to teach, than is the case with other kinds of instruction.

When I accepted the invitation to be here this evening, your secretary was good enough to send me the addresses which have been given by distinguished persons who have previously occupied this chair. I don't know whether he had a malicious desire to alarm me; but, however that may be, I read the addresses, and derived the greatest pleasure and profit from some of them, and from none more than from the one given by the great historian, Mr. Freeman, which delighted me most of all; and, if I had not been ashamed of plagiarising, and if I had

not been sure of being found out, I should have been glad to have copied very much of what Mr. Freeman said, simply putting in the word science for history. There was one notable passage,—"The difference between good and bad teaching mainly consists in this, whether the words used are really clothed with a meaning or not." And Mr. Freeman gives a remarkable example of this. He says, when a little girl was asked where Turkey was, she answered that it was in the yard with the other fowls, and that showed she had a definite idea connected with the word Turkey, and was, so far, worthy of praise. I quite agree with that commendation; but what a curious thing it is that one should now find it necessary to urge that this is the be-all and end-all of scientific instruction—the *sine quâ non*, the absolutely necessary condition,—and yet that it was insisted upon more than two hundred years ago by one of the greatest men science ever possessed in this country, William Harvey. Harvey wrote, or at least published, only two small books, one of which is the well-known treatise on the circulation of the blood. The other the *Exercitationes de Generatione*, is less known, but not less remarkable. And not the least valuable part of it is the preface, in which there occurs this passage: "Those who, reading the words of authors, do not form sensible images of the things referred to, obtain no true ideas, but conceive false imaginations and inane phantasms." You see, William Harvey's words are just the same in substance as those of Mr. Freeman, only they happen to be rather more than two centuries older. So that what

I am now saying has its application elsewhere than in science; but assuredly in science the condition of knowing, of your own knowledge, things which you talk about, is absolutely imperative.

I remember, in my youth, there were detestable books which ought to have been burned by the hands of the common hangman, for they contained questions and answers to be learned by heart, of this sort, "What is a horse? The horse is termed *Equus caballus;* belongs to the class Mammalia; order, Pachydermata; family, Solidungula." Was any human being wiser for learning that magic formula? Was he not more foolish, inasmuch as he was deluded into taking words for knowledge? It is that kind of teaching that one wants to get rid of, and banished out of science. Make it as little as you like, but, unless that which is taught is based on actual observation and familiarity with facts, it is better left alone.

There are a great many people who imagine that elementary teaching might be properly carried out by teachers provided with only elementary knowledge. Let me assure you that that is the profoundest mistake in the world. There is nothing so difficult to do as to write a good elementary book, and there is nobody so hard to teach properly and well as people who know nothing about a subject, and I will tell you why. If I address an audience of persons who are occupied in the same line of work as myself, I can assume that they know a vast deal, and that they can find out the blunders I make. If they don't it is their fault and not mine; but when I appear before a body of people who know nothing about

the matter, who take for gospel whatever I say, surely it becomes needful that I consider what I say, make sure that it will bear examination, and that I do not impose upon the credulity of those who have faith in me. In the second place, it involves that difficult process of knowing what you know so well that you can talk about it as you can talk about your ordinary business. A man can always talk about his own business. He can always make it plain; but, if his knowledge is hearsay, he is afraid to go beyond what he has recollected, and put it before those that are ignorant in such a shape that they shall comprehend it. That is why, to be a good elementary teacher, to teach the elements of any subject, requires most careful consideration, if you are a master of the subject; and, if you are not a master of it, it is needful you should familiarise yourself with so much as you are called upon to teach—soak yourself in it, so to speak—until you know it as part of your daily life and daily knowledge, and then you will be able to teach anybody. That is what I mean by practical teachers, and, although the deficiency of such teachers is being remedied to a large extent, I think it is one which has long existed, and which has existed from no fault of those who undertook to teach, but because, until the last score of years, it absolutely was not possible for any one in a great many branches of science, whatever his desire might be, to get instruction which would enable him to be a good teacher of elementary things. All that is being rapidly altered, and I hope it will soon become a thing of the past.

The last point I have referred to is the question of the sufficiency of time. And here comes the rub. The teaching of science needs time, as any other subject; but it needs more time proportionally than other subjects, for the amount of work obviously done, if the teaching is to be, as I have said, practical. Work done in a laboratory involves a good deal of expenditure of time without always an obvious result, because we do not see anything of that quiet process of soaking the facts into the mind, which takes place through the organs of the senses. On this ground there must be ample time given to science teaching. What that amount of time should be is a point which I need not discuss now; in fact, it is a point which cannot be settled until one has made up one's mind about various other questions.

All, then, that I have to ask for, on behalf of the scientific people, if I may venture to speak for more than myself, is that you should put scientific teaching into what statesmen call the condition of "the most favoured nation"; that is to say, that it shall have as large a share of the time given to education as any other principal subject. You may say that that is a very vague statement, because the value of the allotment of time, under those circumstances, depends upon the number of principal subjects. It is x the time, and an unknown quantity of principal subjects dividing that, and science taking shares with the rest. That shows that we cannot deal with this question fully until we have made up our minds as to what the principal subjects of education ought to be.

I know quite well that launching myself into this discussion is a very dangerous operation; that it is a very large subject, and one which is difficult to deal with, however much I may trespass upon your patience in the time allotted to me. But the discussion is so fundamental, it is so completely impossible to make up one's mind on these matters until one has settled the question, that I will even venture to make the experiment. A great lawyer-statesman and philosopher of a former age—I mean Francis Bacon—said that truth came out of error much more rapidly than it came out of confusion. There is a wonderful truth in that saying. Next to being right in this world, the best of all things is to be clearly and definitely wrong, because you will come out somewhere. If you go buzzing about between right and wrong, vibrating and fluctuating, you come out nowhere; but if you are absolutely and thoroughly and persistently wrong, you must, some of these days, have the extreme good fortune of knocking your head against a fact, and that sets you all straight again. So I will not trouble myself as to whether I may be right or wrong in what I am about to say, but at any rate I hope to be clear and definite; and then you will be able to judge for yourselves whether, in following out the train of thought I have to introduce, you knock your heads against facts or not.

I take it that the whole object of education is, in the first place, to train the faculties of the young in such a manner as to give their possessors the best chance of being happy and useful in their generation;

and, in the second place, to furnish them with the most important portions of that immense capitalised experience of the human race which we call knowledge of various kinds. I am using the term knowledge in its widest possible sense; and the question is, what subjects to select by training and discipline, in which the object I have just defined may be best attained.

I must call your attention further to this fact, that all the subjects of our thoughts—all feelings and propositions (leaving aside our sensations as the mere materials and occasions of thinking and feeling), all our mental furniture—may be classified under one of two heads—as either within the province of the intellect, something that can be put into propositions and affirmed or denied; or as within the province of feeling, or that which, before the name was defiled, was called the æsthetic side of our nature, and which can neither be proved nor disproved, but only felt and known.

According to the classification which I have put before you, then, the subjects of all knowledge are divisible into the two groups, matters of science and matters of art; for all things with which the reasoning faculty alone is occupied, come under the province of science; and in the broadest sense, and not in the narrow and technical sense in which we are now accustomed to use the word art, all things feelable, all things which stir our emotions, come under the term of art, in the sense of the subject-matter of the æsthetic faculty. So that we are shut up to this—that the business of education is, in the first place, to provide the young with the means and the habit

of observation; and, secondly, to supply the subject-matter of knowledge either in the shape of science or of art, or of both combined.

Now, it is a very remarkable fact—but it is true of most things in this world—that there is hardly anything one-sided, or of one nature; and it is not immediately obvious what of the things that interest us may be regarded as pure science, and what may be regarded as pure art. It may be that there are some peculiarly constituted persons, who, before they have advanced far into the depths of geometry, find artistic beauty about it; but, taking the generality of mankind, I think it may be said that, when they begin to learn mathematics, their whole souls are absorbed in tracing the connection between the premises and the conclusion, and that to them geometry is pure science. So I think it may be said that mechanics and osteology are pure science. On the other hand, melody in music is pure art. You cannot reason about it; there is no proposition involved in it. So, again, in the pictorial art, an arabesque, or a "harmony in grey," touches none but the æsthetic faculty. But a great mathematician, and even many persons who are not great mathematicians, will tell you that they derive immense pleasure from geometrical reasonings. Everybody knows mathematicians speak of solutions and problems as "elegant," and they tell you that a certain mass of mystic symbols is "beautiful, quite lovely." Well, you do not see it. They do see it, because the intellectual process, the process of comprehending the reasons symbolised by these figures and these signs,

confers upon them a sort of pleasure, such as an artist has in visual symmetry. Take a science of which I may speak with more confidence, and which is the most attractive of those I am concerned with. It is what we call morphology, which consists in tracing out the unity in variety of the infinitely diversified structures of animals and plants. I cannot give you any example of a thorough æsthetic pleasure more intensely real than a pleasure of this kind—the pleasure which arises in one's mind when a whole mass of different structures run into one harmony as the expression of a central law. That is where the province of art overlays and embraces the province of intellect. And, if I may venture to express an opinion on such a subject, the great majority of forms of art are not in the sense what I just now defined them to be—pure art; but they derive much of their quality from simultaneous and even unconscious excitement of the intellect.

When I was a boy, I was very fond of music, and I am so now; and it so happened that I had the opportunity of hearing much good music. Among other things, I had abundant opportunities of hearing that great old master, Sebastian Bach. I remember perfectly well—though I knew nothing about music then, and, I may add, know nothing whatever about it now—the intense satisfaction and delight which I had in listening, by the hour together, to Bach's fugues. It is a pleasure which remains with me, I am glad to think; but, of late years, I have tried to find out the why and wherefore, and it has often occurred to me that the pleasure derived from

musical compositions of this kind is essentially of the same nature as that which is derived from pursuits which are commonly regarded as purely intellectual. I mean, that the source of pleasure is exactly the same as in most of my problems in morphology—that you have the theme in one of the old master's works followed out in all its endless variations, always appearing and always reminding you of unity in variety. So in painting; what is called "truth to nature" is the intellectual element coming in, and truth to nature depends entirely upon the intellectual culture of the person to whom art is addressed. If you are in Australia, you may get credit for being a good artist—I mean among the natives—if you can draw a kangaroo after a fashion. But, among men of higher civilisation, the intellectual knowledge we possess brings its criticism into our appreciation of works of art, and we are obliged to satisfy it, as well as the mere sense of beauty in colour and in outline. And so, the higher the culture and information of those whom art addresses, the more exact and precise must be what we call its "truth to nature."

If we turn to literature, the same thing is true, and you find works of literature which may be said to be pure art. A little song of Shakespeare or of Goethe is pure art; it is exquisitely beautiful, although its intellectual content may be nothing. A series of pictures is made to pass before your mind by the meaning of words, and the effect is a melody of ideas. Nevertheless, the great mass of the literature we esteem is valued, not merely because of having artistic

form, but because of its intellectual content; and the value is the higher the more precise, distinct, and true is that intellectual content. And, if you will let me for a moment speak of the very highest forms of literature, do we not regard them as highest simply because the more we know the truer they seem, and the more competent we are to appreciate beauty the more beautiful they are? No man ever understands Shakespeare until he is old, though the youngest may admire him, the reason being that he satisfies the artistic instinct of the youngest and harmonises with the ripest and richest experience of the oldest.

I have said this much to draw your attention to what, in my mind, lies at the root of all this matter, and at the understanding of one another by the men of science on the one hand, and the men of literature, and history, and art, on the other. It is not a question whether one order of study or another should predominate. It is a question of what topics of education you shall select which will combine all the needful elements in such due proportion as to give the greatest amount of food, support, and encouragement to those faculties which enable us to appreciate truth, and to profit by those sources of innocent happiness which are open to us, and, at the same time, to avoid that which is bad, and coarse, and ugly, and keep clear of the multitude of pitfalls and dangers which beset those who break through the natural or moral laws.

I address myself, in this spirit, to the consideration of the question of the value of purely literary education. Is it good and sufficient, or is it insufficient

and bad? Well, here I venture to say that there are literary educations and literary educations. If I am to understand by that term the education that was current in the great majority of middle-class schools, and upper schools too, in this country when I was a boy, and which consisted absolutely and almost entirely in keeping boys for eight or ten years at learning the rules of Latin and Greek grammar, construing certain Latin and Greek authors, and possibly making verses which, had they been English verses, would have been condemned as abominable doggerel,—if that is what you mean by liberal education, then I say it is scandalously insufficient and almost worthless. My reason for saying so is not from the point of view of science at all, but from the point of view of literature. I say the thing professes to be literary education that is not a literary education at all. It was not literature at all that was taught, but science in a very bad form. It is quite obvious that grammar is science and not literature. The analysis of a text by the help of the rules of grammar is just as much a scientific operation as the analysis of a chemical compound by the help of the rules of chemical analysis. There is nothing that appeals to the æsthetic faculty in that operation; and I ask multitudes of men of my own age, who went through this process, whether they ever had a conception of art or literature until they obtained it for themselves after leaving school? Then you may say, "If that is so, if the education was scientific, why cannot you be satisfied with it?" I say, because although it is a scientific training, it is of the most inadequate and

inappropriate kind. If there is any good at all in scientific education it is that men should be trained, as I said before, to know things for themselves at first hand, and that they should understand every step of the reason of that which they do.

I desire to speak with the utmost respect of that science—philology—of which grammar is a part and parcel; yet everybody knows that grammar, as it is usually learned at school, affords no scientific training. It is taught just as you would teach the rules of chess or draughts. On the other hand, if I am to understand by a literary education the study of the literatures of either ancient or modern nations—but especially those of antiquity, and especially that of ancient Greece; if this literature is studied, not merely from the point of view of philological science, and its practical application to the interpretation of texts, but as an exemplification of and commentary upon the principles of art; if you look upon the literature of a people as a chapter in the development of the human mind, if you work out this in a broad spirit, and with such collateral references to morals and politics, and physical geography, and the like as are needful to make you comprehend what the meaning of ancient literature and civilisation is,—then, assuredly, it affords a splendid and noble education. But I still think it is susceptible of improvement, and that no man will ever comprehend the real secret of the difference between the ancient world and our present time, unless he has learned to see the difference which the late development of physical science has made between the thought of this day

and the thought of that, and he will never see that difference, unless he has some practical insight into some branches of physical science; and you must remember that a literary education such as that which I have just referred to, is out of the reach of those whose school life is cut short at sixteen or seventeen.

But, you will say, all this is fault-finding; let us hear what you have in the way of positive suggestion. Then I am bound to tell you that, if I could make a clean sweep of everything—I am very glad I cannot because I might, and probably should, make mistakes,—but if I could make a clean sweep of everything and start afresh, I should, in the first place, secure that training of the young in reading and writing, and in the habit of attention and observation, both to that which is told them, and that which they see, which everybody agrees to. But in addition to that, I should make it absolutely necessary for everybody, for a longer or shorter period, to learn to draw. Now, you may say, there are some people who cannot draw, however much they may be taught. I deny that *in toto*, because I never yet met with anybody who could not learn to write. Writing is a form of drawing; therefore if you give the same attention and trouble to drawing as you do to writing, depend upon it, there is nobody who cannot be made to draw, more or less well. Do not misapprehend me. I do not say for one moment you would make an artistic draughtsman. Artists are not made; they grow. You may improve the natural faculty in that direction, but you cannot make it; but you can teach simple drawing, and you will find

it an implement of learning of extreme value. I do not think its value can be exaggerated, because it gives you the means of training the young in attention and accuracy, which are the two things in which all mankind are more deficient than in any other mental quality whatever. The whole of my life has been spent in trying to give my proper attention to things and to be accurate, and I have not succeeded as well as I could wish; and other people, I am afraid, are not much more fortunate. You cannot begin this habit too early, and I consider there is nothing of so great a value as the habit of drawing, to secure those two desirable ends.

Then we come to the subject-matter, whether scientific or æsthetic, of education, and I should naturally have no question at all about teaching the elements of physical science of the kind I have sketched, in a practical manner; but among scientific topics, using the word scientific in the broadest sense, I would also include the elements of the theory of morals and of that of political and social life, which, strangely enough, it never seems to occur to anybody to teach a child. I would have the history of our own country, and of all the influences which have been brought to bear upon it, with incidental geography, not as a mere chronicle of reigns and battles, but as a chapter in the development of the race, and the history of civilisation.

Then with respect to æsthetic knowledge and discipline, we have happily in the English language one of the most magnificent storehouses of artistic beauty and of models of literary excellence which

exists in the world at the present time. I have said before, and I repeat it here, that if a man cannot get literary culture of the highest kind out of his Bible, and Chaucer, and Shakespeare, and Milton, and Hobbes, and Bishop Berkeley, to mention only a few of our illustrious writers—I say, if he cannot get it out of those writers, he cannot get it out of anything; and I would assuredly devote a very large portion of the time of every English child to the careful study of the models of English writing of such varied and wonderful kind as we possess, and, what is still more important and still more neglected, the habit of using that language with precision, with force, and with art. I fancy we are almost the only nation in the world who seem to think that composition comes by nature. The French attend to their own language, the Germans study theirs; but Englishmen do not seem to think it is worth their while. Nor would I fail to include, in the course of study I am sketching, translations of all the best works of antiquity, or of the modern world. It is a very desirable thing to read Homer in Greek; but if you don't happen to know Greek, the next best thing we can do is to read as good a translation of it as we have recently been furnished with in prose. You won't get all you would get from the original, but you may get a great deal; and to refuse to know this great deal because you cannot get all, seems to be as sensible as for a hungry man to refuse bread because he cannot get partridge. Finally, I would add instruction in either music or painting, or, if the child should be so unhappy, as sometimes happens, as to

have no faculty for either of those, and no possibility of doing anything in any artistic sense with them, then I would see what could be done with literature alone; but I would provide, in the fullest sense, for the development of the æsthetic side of the mind. In my judgment, those are all the essentials of education for an English child. With that outfit, such as it might be made in the time given to education which is within the reach of nine-tenths of the population—with that outfit, an Englishman, within the limits of English life, is fitted to go anywhere, to occupy the highest positions, to fill the highest offices of the State, and to become distinguished in practical pursuits, in science, or in art. For, if he have the opportunity to learn all those things, and have his mind disciplined in the various directions the teaching of those topics would have necessitated, then, assuredly, he will be able to pick up, on his road through life, all the rest of the intellectual baggage he wants.

If the educational time at our disposition were sufficient there are one or two things I would add to those I have just now called the essentials; and perhaps you will be surprised to hear, though I hope you will not, that I should add, not more science, but one, or, if possible, two languages. The knowledge of some other language than one's own is, in fact, of singular intellectual value. Many of the faults and mistakes of the ancient philosophers are traceable to the fact that they knew no language but their own, and were often led into confusing the symbol with the thought which it embodied. I think it is Locke who

says that one-half of the mistakes of philosophers have arisen from questions about words; and one of the safest ways of delivering yourself from the bondage of words is, to know how ideas look in words to which you are not accustomed. That is one reason for the study of language; another reason is, that it opens new fields in art and in science. Another is the practical value of such knowledge; and yet another is this, that if your languages are properly chosen, from the time of learning the additional languages you will know your own language better than ever you did. So, I say, if the time given to education permits, add Latin and German. Latin, because it is the key to nearly one-half of English and to all the Romance languages; and German, because it is the key to almost all the remainder of English, and helps you to understand a race from whom most of us have sprung, and who have a character and a literature of a fateful force in the history of the world, such as probably has been allotted to those of no other people, except the Jews, the Greeks, and ourselves. Beyond these, the essential and the eminently desirable elements of all education, let each man take up his special line—the historian devote himself to his history, the man of science to his science, the man of letters to his culture of that kind, and the artist to his special pursuit.

Bacon has prefaced some of his works with no more than this: *Franciscus Bacon sic cogitavit;* let "sic cogitavi" be the epilogue to what I have ventured to address to you to-night.

Date Due